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AUTHOR Meyen, Edward L.; Altman, Reuben
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ABSTRACT

Part 3 of a series of 13 instructor's manuals for the competency based instruction of curriculum consultants for exceptional children focuses on the evaluation of materials and media. Three competencies are considered: (1) that a curriculum consultant should be familiar with the variety of instructional materials and media available to classroom teachers of special education, (2) that a curriculum consultant should be knowledgeable of these characteristics of instructional materials and media as well as the characteristics of the instructional settings which are relevant to materials and media evaluation, and (3) that a curriculum consultant should be familiar with the existing knowledge (published and unpublished literature including proposed evaluation models) relative to the evaluation of instructional materials and media. Among materials included in the manual are lists of behavioral objectives for the module, enabling activities, and evaluation criteria for each of the competency components. Space is provided for the instructor to list resources and comments for the activities provided for each of the components. A conference record sheet is included for each of the three competencies. (PHR)

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Project No. 351359
OEG-0-71-3675(603)

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 3.0 Evaluating / Materials and Media

Competency 3.1 A curriculum consultant should be familiar with the variety of instructional materials and media available to classroom teachers of special education.

February 1974

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Department of Health, Education, and Welfare

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Division of Training

EC123138

Project Staff

Edward L. Meyen, Project Director
Reuben Altman, Co-Director

University of Missouri-Columbia

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #3: Evaluating / Materials and Media

MODULE SCOPE:

This module is designed to assist you in gaining proficiency in the evaluation of instructional materials and media. The approach followed is one of initially acquainting you with the wide range of materials and media available for the education of exceptional children. The prescribed activities then proceed to direct your attention to those characteristics of materials and media as well as those characteristics of an instructional setting which are relevant to materials and media evaluation. Finally, you will become knowledgeable of existing evaluation models, and gain the skills necessary to both develop and apply evaluation models to instructional materials and media.

MODULE ELEMENT SPECIFICATIONS

Competency 3.1 A curriculum consultant should be familiar with the variety of instructional materials and media available to teachers of exceptional education.

Competency Components:

3.1.1 To assist trainees in gaining familiarity with sources of information on materials and media availability.

3.1.2 To assist trainees in gaining familiarity with the special education instructional materials available in each of the curriculum areas.

3.1.3 To assist trainees in achieving success in the accurate implementation of a variety of instructional materials and media.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

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Date: _____ Reason: _____

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Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			3.1.1.1 The trainee will be able to specify five journals which routinely announce (e.g., through commercial advertisements) the availability of new instructional materials for special education.	
			3.1.1.2 The trainee will be able to demonstrate effective utilization of the special education IMC-RMC Network for gaining information (e.g., newsletters, lists of materials holdings, publishers' files) pertaining to available instructional materials.	
			3.1.1.3 The trainee will be able to list 30 commercial producers of special education instructional materials and two specific materials manufactured by each.	
			3.1.2.1 The trainee will be able to list five language arts materials and specify the following information for each: The publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.	
			3.1.2.2 The trainee will be able to list five social studies materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication and the cost.	
			3.1.2.3 The trainee will be able to list five mathematics materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT (continued)	Cross-Reference
			3.1.2.4 The trainee will be able to list five science materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.	
			3.1.2.5 The trainee will be able to list five health, safety, and physical education materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-con-	
			3.1.2.6 The trainee will be able to list five practical arts and vocational education materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.	
			3.1.3.1 The trainee will be able to demonstrate the appropriate use of three language arts materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.	
			3.1.3.2 The trainee will be able to demonstrate the appropriate use of three social studies materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.	
			3.1.3.3 The trainee will be able to demonstrate the appropriate use of three mathematics materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.	
			3.1.3.4 The trainee will be able to demonstrate the appropriate use of three science materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT (continued)	Cross-Reference
			3.1.3.5 The trainee will be able to demonstrate the appropriate use of three health, safety, and physical education materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.	
			3.1.3.6 The trainee will be able to demonstrate the appropriate use of three practical arts and vocational education materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

3.1.1.1.B

3.1.1.2.B

3.1.1.2.C

3.1.1.2.D

3.1.1.2.E

3.1.1.3.A

3.1.1.3.C

3.1.3.1.A

3.1.3.2.A

3.1.3.4.A

3.1.3.5.A

3.1.3.6.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

3.1.1 To assist trainees in gaining familiarity with sources of information on materials and media availablility.

Behavioral Objectives:

3.1.1.1 The trainee will be able to specify five journals which routinely announce (e.g., through commercial advertisements) the availability of new instructional materials for special education.

3.1.1.2 The trainee will be able to demonstrate effective utilization of the special education IMC-RMC Network for gaining information (e.g., newsletters, lists of materials holding, publishers' files) pertaining to available instructional materials.

3.1.1.3 The trainee will be able to list 30 commercial producers of special education instructional materials and two specific materials manufactured by each.

Competency Component: 3.1.1: To assist trainees in gaining familiarity with sources of information on materials and media availability.

Behavioral Objective: 3.1.1.1: The trainee will be able to specify five journals which routinely announce (e.g., through commerical advertisements) the availability of new instructional materials for special education.

Enabling Activities	*Resources*	*Comments*
Because of the ever increasing proliferation of instructional materials, it is important for you not only to be aware of existing materials, but to have access to information on new materials as they become available from commercial manufacturers. One source of information alerting you to the manufacture of new materials as well as many older materials is through the special education periodicals being published. Actually within any periodical there are at least three separate potentially useful sources of materials information: (1) paid advertisements from materials publishers, (2) journal announcements of new materials, and (3) articles reporting on the use of specific instructional materials.		

Behavioral Objective 3.1.1.1 *Continued:*

In performing the following enabling activities, bear in mind that the great majority of instructional materials and media employed in special education are not developed specifically for exceptional children. Thus periodicals in both general education and instructional technology should be of interest to you as well as periodicals specific to special education.

3.1.1.1.A

Visit a University Library and/or your local or regional Instructional Materials Center and locate their Serials Catalog.

Go through this catalog and prepare a list of periodicals which, from the title of the publication, suggests to you the likelihood of finding one or more of the types of information noted above on instructional materials availability.

3.1.1.1.B

Resource File 3.1.1.1.B contains a form which you are to complete. It lists the names of 20 periodicals useful for obtaining information relevant to instructional materials and media of value to special education.

Visit the University Library and/or your Local or Regional Instructional Materials Center and peruse

3.1.1.1.A

University Library and/or Local or Regional Instructional Materials Center

3.1.1.1.B

Resource File 3.1.1.1.B

University Library and/or Local or Regional Instructional Materials Centers

3.1.1.1.A

The Serials Catalog is a separate index system available in all major libraries which provides an alphabetized listing of all periodicals received and their location in the library.

3.1.1.1.B (continued)

several recent issues of each journal. Check the appropriate box(es) for each journal listed on form 3.1.1.1.B. That is, which of the following materials information is provided by each journal listed: (1) commerical advertisements, (2) journal announcements, (3) relevant articles.

Competency Component: 3.1.1 To assist trainees in gaining familiarity with sources of information on materials and media availability.

Behavioral Objective: 3.1.1.1 The trainee will be able to specify journals which routinely announce the availability of new instructional materials for special education.

Activity No.	*Evaluation Criteria*
3.1.1.1.A	Periodicals are one valuable source of information on materials and media for classroom use. This activity appraises the trainee of the large number of periodicals available from a variety of disciplines. The response should indicate that the trainee has used the serials catalog. The following list while not exhaustive is quite extensive. The trainee should have a number of these listed on his response forms. Audio-Visual Communication Review Audio-Visual Guide Adult Education American Annals of the Deaf American Biology Teacher American Educational Research Journal American Journal of Mental Deficiency American Music Teacher American Vocational Journal Arithmetic Teacher Arts Education Arts and Activities Audiovisual Instruction Changing Education Child Welfare Childhood Education Children Today Clearing House Comparative Education Conference on Reading Contemporary Education Education Education and Training of the Mentally Retarded Education Digest Education of Visually Handicapped Education Forum Education Horizons Education Product Report Education Record Education Technology Elementary English

Competency Component: 3.1.1 (continued)

Behavioral Objective: 3.1.1.1 (continued)

Activity No.	*Evaluation Criteria*
3.1.1.1.A (continued)	Elementary School Journal English Language Teacher Exceptional Children Gifted Child Quarterly Grade Teacher High School Journal Instructor Journal for Special Educators of the Mentally Retarded Journal of Education Journal of General Education Journal of Learning Disabilities Journal of Physical Education Journal of Reading Journal of Secondary Education Journal of Special Education Journal of Speech and Hearing Disorders Language Learning Mathematics Teacher Media and Methods Music Education Journal Nations' Schools Reading Teacher Research in Teaching English School and Community School Arts School Review School Counselor Science Education Science Teacher Social Studies Speech Teacher Studies in Art Education Teaching Exceptional Children Today's Education Trends in Education Young Children

Competency Component: 3.1.1 (continued)

Behavioral Objective: 3.1.1.1 (continued)

Activity No.	*Evaluation Criteria*
3.1.1.1.B	In this activity the trainee reviews 20 specified periodicals and completes a check list relative to the type of materials and media information included in these periodicals. The trainees response form should approximate the following:

	Commercial Advertisements	Journal Announcements	Relevant Articles
1. Exceptional Children	X		X
2. Education and Training of the Mentally Retarded	X		X
3. Training School Bulletin			X
4. Journal of Learning Disabilities	X	X	X
5. Focus on Exceptional Children			X
6. Educational Technology	X	X	X
7. Journal of Special Education			X
8. Teaching Exceptional Children	X		X
9. Mental Retardation	X		X
10. American Journal of Mental Deficiency	X		X
11. Community Mental Health	X	X	X
12. Journal of Special Educators of the Mentally Retarded	X		X
13. American Corrective Therapy Journal	X		X
14. Academic Therapy Quarterly	X	X	X
15. Children	X	X	X
16. Educational Media	X	X	X
17. Child Development	X		X
18. Journal of Education Research		X	X
19. American Speech and Hearing Association Journal			X
20. Journal of Teacher Education	X	X	

Competency Component: 3.1.1: To assist trainees in gaining familiarity with sources of information on materials and media availability.

Behavioral Objective: 3.1.1.2: The trainee will be able to demonstrate effective utilization of the special education IMC-RMC Network for gaining information (e.g., newletters, lists of materials holdings, publishers' files) pertaining to available instructional materials.

Enabling Activities	*Resources*	*Comments*
3.1.1.2.A The growth of the I.M.C.-R.M.C. Network since its inception in 1962 has been accompanied by an increase in the variety of services available to the field. While individual centers vary in the degree to which they have achieved their initial goals and in their implementation of services, it is in the storage and dissemination of instructional products and information pertaining to materials availability that the centers uniformly excel. For an overview of the history, development, goals, and services of the I.M.C.-R.M.C. Network, you might want to read one or more of the references recommended.	3.1.1.2.A Optional Readings: Aserlind, L. A review of services offered through the IMC Network. Exceptional Children, 1968, 35, 267-275. Aserlind, L. The Special Education IMC/RMC Network. Educational Technology, 1970, 10, 32-39. Olshin, G. M. New aid for teachers: the Instructional Materials Centers. Education and Training of the Mentally Retarded, 1967, 2, 113-116. Olshin, G. M. Special Education Instructional Materials Center Program. Exceptional Children, 1968, 34, 515-519. Olshin, G. M. Regional Special Education Instructional Materials Centers: A project of the U. S. Office of Education. Exceptional Children, 1967, 34, 37-41.	
3.1.1.2.B One early priority of the 14 Regional Special Education Instruc-	3.1.1.2.B Resource File 3.1.1.2.B	

3.1.1.2.B (continued)

tional Materials Centers was to creat a Network of Associate Centers in each of their several-state regions. Again the Regional Centers have varied in their success in stimulating the development of associate centers, but all have shown some degree of success. Thus, regardless of where in the United States (or its territories) you may eventually serve as a curriculum consultant, you should be aware of both the regional and any local associate center which might be available for your use.

The office of the Coordinator of the Special Education IMC/RMC Network has issued a periodically up-dated Directory of Regional Instructional Materials Centers, Regional Media Centers for the Deaf, and Associate Instructional Materials Centers. Use this Directory to complete the activity in Resource File 3.1.1.2.B

The SECTraC form in this Resource File lists 20 city/state locations where you could feasibly be employed as a curriculum consultant. Using the Directory, record the name and address of the Regional I.M.C., the Regional Media Center for the Deaf, and the Associate Instructional Materials Center to which you would depend for service in each location listed.

Directory of Regional Instructional Materials Centers, Regional Media Centers for the Deaf, and Associate Instructional Materials Centers.

3.1.1.2.C

In addition to acquisition, storage, and dissemination of instructional materials, most Instructional Materials Centers periodically publish a newsletter which is distributed throughout their service region. It is very likely that this newsletter will include announcements descriptive of new materials received by the I.M.C.

Visit or write your Local and/or Regional I.M.C. and inquire as to the availability of such a newsletter. Request any back issues which may be available and ask to be added to their mailing list. Peruse those newsletters you obtain and prepare a list of the types of information provided. Asterisk those items in your list which relate to information on materials availability. Resource File 3.1.1.2.C contains back issues of I.M.C. newsletters which may be used to supplement those you obtain.

3.1.1.2.D

Generally, the larger I.M.C.s produce a variety of publications in addition to their newsletter, some of which may be of value for determining the availability of instructional materials for special education. In particular, bibliographies of

3.1.1.2.C

Resource File 3.1.1.2.C

Local and/or Regional Instructional Materials Center

3.1.1.2.D

Resource File 3.1.1.2.D

3.1.1.2.D (continued)

materials for specific academic areas or for specified learning deficits are often compiled. Resource File 3.1.1.2.D contains examples of such bibliographies available from several of the Regional I.M.C.s.

The Office of the Coordinator of the Special Education I.M.C./R.M.C. Network has compiled a Center-Developed Products Listing which includes annotations on all products/publications available throughout the Network. You should be familiar with the contents and use of this Products Listing. Consult this publication and prepare a list of I.M.C./R.M.C. products which would be of assistance to you in gaining information on materials availability for each of the following:

(1) materials for the visually handicapped.

(2) materials designed to remediate perceptual-motor problems.

(3) music materials suitable for special education.

3.1.1.2.E

Your performance of the activities prescribed for the next behavioral objective (3.1.1.3) will assist you in beginning familiarity with specific instructional materials manufacturers and their products. The Instructional Materials Centers serve as one excellent source for locating information on available materials via commercial producers. Most I.M.C.s maintain a Publishers' File in which the names, addresses, and catalogs/brochures of commercial producers of instructional materials are maintained. You should be familiar with the contents and uses of these Files. Resource File 3.1.1.2.E contains examples of brochures and materials announcements disseminated by several materials manufacturers.

Visit your Local and/or Regional I.M.C. in order to acquaint yourself with their Publishers' Files. Using only the Publishers' Files as your resource, prepare a list of five commercial producers and their material which is suitable for each of the following:

(1) materials for the visually handicapped.

(2) materials designed to remediate perceptual-motor problems.

3.1.1.2.E

Resource File 3.1.1.2.E

Local and/or Regional Instructional Materials Center

3.1.1.2.E (continued)

(3) music materials suitable for special education

3.1.1.2.F

The enabling activities so far completed for this behavioral objective have directed you to specific services available from the I.M.C. which will facilitate your gaining information on materials availability. These activities, however, have not exhausted the I.M.C. as a resource for this type of information. Visit your Local and/or Regional I.M.C. and determine through exploration and staff interview what additional services they provide which could be utilized for achieving this behavioral objective. Prepare a list of the full range of services available from the I.M.C. which meet this end. Can you recommend any additional services which you think the I.M.C. could/ should initiate to expand their role as a purveyor of information on materials availability?

3.1.1.2.F

Local and/or Regional Instructional Materials Center

Competency Component: 3.1.1 To assist trainees in gaining familiarity with sources of information on materials and media availability.

Behavioral Objective: 3.1.1.2 The trainee will be able to demonstrate effective utilization of the special education IMC-RMC Network for gaining information (e.g., newsletters, lists of materials holdings, publisher's files) pertaining to available instructional materials.

Activity No.	*Evaluation Criteria*
3.1.1.2.B	This activity requires the trainee to use the Directory of Regional Instructional Materials Centers, Regional Media Centers for the Deaf, and Associate Instructional Materials Centers to locate the appropriate agencies for the geographic locations indicated on the form. One example of a correct response is as follows: Portland, Oregon: Regional I.M.C.: Northwest Regional I.M.C. Clinical Services Bldg. Eugene, Oregon Regional Media Center for the Deaf: Southwest RMC for the Deaf New Mexico State University Las Cruces, New Mexico Associate Instructional Materials Center: Smith Memorial Center Portland State University Portland, Oregon

Competency Component: 3.1.1 (continued)

Behavioral Objective: 3.1.1.2 (continued)

Activity No.	*Evaluation Criteria*
3.1.1.2.C	The purpose of this activity is to familiarize the trainee with IMC Newsletters as a potential source of information on materials and media. Responses the trainee might include are as follows: Free and inexpensive materials (*) Introduction of new materials (*) Summer Institutes Information on Funded Projects Articles on Special Education Teacher made materials (*) Review of Materials (*) Teaching Ideas (*) Advertisements (*) Media Corner (*)

Competency Component: 3.1.1 (continued)

Behavioral Objective: 3.1.1.2 (continued)

Activity No.	*Evaluation Criteria*
3.1.1.2.D	This activity requires the trainee to use the Center Developed Products Listing to compile a list of products available in three areas. 1) materials for the visually handicapped 2) materials designed to remediate perceptual-motor problems 3) music materials suitable for special education Examples of responses for the three areas are as follows: 1) "Braille and Large Print Textbooks prepared by sources other than APH for the blind." "Resources for Professionals involved in the education and treatment of multi-impaired visually handicapped." "Visually Handicapped Research" 2) "Educational materials for perceptual-motor difficulties" "Education of perceptually-handicapped children" "A Hop, Skip and Jump" "Reading Readiness #1 Visually Handicapped" 3) "Music Materials for the Handicapped Child" "Music Therapy Bibliography" "Professional and Instructional Music Materials"

Competency Component: 3.1.1 (continued)

Behavioral Objective: 3.1.1.2 (continued)

Activity No.	*Evaluation Criteria*
3.1.1.2.E	In this activity the trainee is required to search the I.M.C. Publishers' Files to identify publishers which produce materials in each of the following areas: 1) visually handicapped 2) perceptual motor problems 3) music materials for special education Examples of responses are as follows: 1) a. Radiant Educational Corporation--Communication Skills Development Series b. Merrill--Enlarged Doupage Book Reproduction for Partially Sighted c. Stanwix House, Inc.--Large Type Crosswords d. Scott-Foresman--Calendar for the Blind e. Harper & Row--Fiction Texts (for the VI) 2) a. Teaching Resources--Experimental Perceptual-Motor Exer. b. Follett--Sound, Order, Sense c. Creative Playthings--Size, Shape, and Balance Materials d. Radiant Educational Corporation--Follow through with sounds e. Merrill--Becoming a Learner 3) a. C.V. Mosby--Rhythmic Program for Elementary School b. Childrens Music Center--Annotated List of Records c. Merrill--Learning Unlimited Band Series d. Radiant Educational Corporation--Great Composers Series e. Creative Play Things--Rhythm Band Series

Competency Component: 3.1.1 (continued)

Behavioral Objective: 3.1.1.2 (continued)

Activity No.	*Evaluation Criteria*
3.1.1.2.F	The response for this activity should indicate that the trainee has investigated the services of the IMC at more than a superficial level. Indication of this on his response form might include the following: IMC membership benefits Slide Presentations Inspection Privileges CEC Information Services Field Representatives Workshop availability Discuss any suggestions the trainee makes for additional services and probe their potential contribution to the I.M.C. service area.

Competency Component: 3.1.1 To assist trainees in gaining familiarity with sources of information on materials and media availability.

Behavioral Objective: 3.1.1.3 The trainee will be able to list 30 commercial producers of special education instructional materials and two specific materials manufactured by each.

Enabling Activities	*Resources*	*Comments*
This behavioral objective acquaints you with some commercial publishers preparing instructional material for use in special education. You should bear in mind that many of the materials utilized with exceptional populations were not developed specifically for special education. The purpose of this behavioral objective is to direct you to publishers as a source of information on materials availability rather than to gain familiarity with their materials per se. However, you will be required at this point to acquire some general information about specific materials produced by these publishers.		
3.1.1.3.A In your performance of the previous behavioral objective (3.1.1.2) you were introduced to the publishers' files available in the Special Education Instructional Materials Center. This resource should be an asset to you in completing this enabling activity. Resource File 3.1.1.3.A contains	3.1.1.3.A Resource File 3.1.1.3.A Local and/or Regional Special Education Instructional Materials Center	

3.1.1.3.A (continued)

a mimeographed list of 33 instructional materials and their publishers. You should examine each of the materials on this list at the Instructional Materials Center and, in addition, examine the publishers' file available on each materials producer. Submit to your module instructor a list of each of the materials you examine and include:

a) the publisher's name and address

b) the title of the material

c) the curriculum area for which the material is intended

d) the price or price range.

3.1.1.3.B

The materials and manufacturers listed in Resource File 3.1.1.3.A is an arbitrary list and includes some, but by no means all of the publishers/materials you should be familiar with. Of course it is unrealistic to strive for familiarity with all existing materials in light of the huge amount available and the ever increasing proliferation of new materials. Nonetheless it will be crucial for you to have a working knowledge of a broad

3.1.1.3.B

Resource File 3.1.1.3.A

Local and/or Regional Instructional Materials Center

Trainee's response to Enabling Activity 3.1.1.3.A

3.1.1.3.B (continued)

selection of materials suitable for special education.

Consult the publishers' files at the Instructional Materials Center and peruse the catalogs/brochures of 20 publishers not included in Resource File 3.1.1.3.A. Submit a list of these publishers and two materials published by each. Include the information on the name of the material, the curriculum area for which it is intended, and the price or price range. Add to this list 10 of the publishers with which you gained familiarity in performance of enabling activity 3.1.1.3.A and now specify this same information for <u>two</u> materials manufactured by each.

3.1.1.3.C

The enabling activities in this behavioral objective have so far utilized only the I.M.C. publishers' files as a source to commercial producers of instructional materials. Other sources are available and you should be alert to them. Your performance of behavioral objective 3.1.1.2 familiarized you with various publications available from the I.M.C./R.M.C. Network. One such publication which you have not yet consulted

3.1.1.3.C

Resource File 3.1.1.3.C

Trainee's response to Enabling Activity 3.1.1.3.A

Trainee's response to Enabling Activity 3.1.1.3.B

3.1.1.3.C (continued)

includes a list of over 200 vendors of instructional materials. Resource File 3.1.1.3.C contains this publication of the University of Texas S.E.I.M.C.: Instructional Materials Available to Teachers of Exceptional Children and Youth.

Examine this list of vendors (pp. 468-473). Are any of the commercial producers you encountered in previous activities not included? See if you can locate any additional commercial materials manufacturers. You might wish to begin your own collection of catalogs/brochures available from instructional materials publishers. Write to any whose materials interest you; they will typically be eager to include you on their mailing list. This is also an efficient way of being kept appraised of some of the new materials as they become available.

Competency Component: 3.1.1 To assist trainees in gaining familiarity with sources of information on materials and media availability.

Behavioral Objective: 3.1.1.3 The trainee will be able to list 30 commercial producers of special education instructional materials and two specific materials manufactured by each.

Activity No.	*Evaluation Criteria*
3.1.1.3.A	The trainee is required to consult resource file 3.1.1.3.A for a list of 33 instructional materials and their publishers. For each of these materials they are to provide the following: a) the publisher's name and address b) the title of the material c) the curriculum area for which the material is intended d) the price or price range Samples of a correct response are as follows: 1. a) Spoken Arts, Inc. 50 Locust Ave. New Rochelle, N.Y. b) The Road to Reading Series c) Phonics d) $299 2. a) Follet Publishing Company 1010 W. Washington Blvd. Chicago, Ill. b) Developmental Program in Visual Perception c) Visual-Perception d) $1.65 per book 3. a) Science Research Associates 259 E. Erie St. Chicago, Ill. b) Distar Arithmetic Series c) Math d) $160

Competency Component: 3.1.1 (continued)

Behavioral Objective: 3.1.1.3 (continued)

Activity No.	*Evaluation Criteria*
3.1.1.3.B	In this activity the trainee is required to peruse the I.M.C. publishers' files and identify 20 publishers not included in resource file 3.1.1.3.A. The trainee is to provide the following information. a) 2 materials published by each b) curriculum area for which they are intended c) price of the material Sample responses are as follows: 3M Company 1. a) Writing Effective Sentences b) Language Arts c) $35.00 2. a) Atlas of World History b) Social Studies c) $35.00 Valient Instructional Materials Co. 1. a) Human Body Series (transparencies) b) Science c) $45.00 2. a) Discovering Language Through Sounds and Pictures b) Language Arts c) $24.95 In addition the trainee is required to specify this same information for 10 of the publishers found in resource file 3.1.1.3.A. Sample responses are as follows: Merrill Publishing Co. 1. a) Visual Experience for Creative Growth b) Language Arts c) $70.00

Competency Component: 3.1.1 (continued)

Behavioral Objective: 3.1.1.3 (continued)

Activity No.	*Evaluation Criteria*
3.1.1.3.B (continued)	2. a) Discovering Mathematics Readiness b) Math c) $3.00 Garrard Publishing Co. 1. a) Aids to Reading Kits b) Reading c) $20-50.00 2. a) Arithmetic Learning Series b) Math c) $1.50-10.00

Competency Component: 3.1.1 (continued)

Behavioral Objective: 3.1.1.3 (continued)

Activity No.	*Evaluation Criteria*
3.1.1.3.C	No written response is required for this activity. In conference with the trainee however you might inquire as to the fruitfulness of this activity for identifying any new publishers of instructional materials suitable for use in special education.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

3.1.2 To assist trainees in gaining familiarity with the special education instructional materials available in each of the curriculum areas.

Behavioral Objectives:

3.1.2.1 The trainee will be able to list five language arts materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.

3.1.2.2 The trainee will be able to list five social studies materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format(e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.

3.1.2.3 The trainee will be able to list five mathematics materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.

3.1.2.4 The trainee will be able to list five science materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.

3.1.2.5 The trainee will be able to list five health, safety, and physical education materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.

3.1.2.6 The trainee will be able to list five practical arts and vocational education materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.

Competency Component: 3.1.2 To assist trainees in gaining familiarity with the special education instructional materials available in each of the curriculum areas.

Behavioral Objective: 3.1.2.1 The trainee will be able to list five language arts materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.

Enabling Activities	*Resources*	*Comments*
3.1.2.1 In your performance of previous enabling activities in the Module Element you were familiarized with a variety of sources for obtaining information relative to the availability of instructional materials. The six behavioral objectives comprising this competency component require you to use these sources to identify specific materials for each of the six curriculum areas noted: i.e., language arts; social studies; mathematics; science; health, safety, and physical education; and practical arts and vocational education. Bear in mind that the objective in your pursuit of these next six activities is to gain familiarity with an array of materials which is quite independent of the rigors of evaluating these materials for some particular instructional purpose. However, it would probably be to your advantage in your examination of these materials to begin some subjective global evaluations of each. You might use the "comments" column to note these initial reactions. Be particularly		

Behavioral Objective *Continued:*

3.1.2.1 (continued)
sensitive to the criteria you find yourself using.

3.1.2.1.A

Utilize the sources of information on materials availability which you previously identified to list five instructional materials commercially manufactured for the language arts curriculum. Note the title of the material, the publisher, the grade level(s), the exceptional population(s) for which the material is intended(if there is one specified), the format, the date of publication, and the cost.

3.1.2.1.B

Briefly jot down in the "comments" column of this Trainee's Manual your subjective evaluative reactions to one of these materials. Specify the criteria you think you are applying in deriving this general evaluation.

Competency Component: 3.1.2 To assist trainees in gaining familiarity with the special education instructional materials available in each of the curriculum areas.

Behavioral Objective: 3.1.2.1 The trainee will be able to list five language arts materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format, the date of publication, and the cost.

Activity No.	*Evaluation Criteria*
3.1.2.1.A	The trainee is to provide the following information for five instructional materials in the language arts area: a) the title of the material b) the publisher c) the grade level(s) d) the exceptional populations for which the material is intended e) the format f) the date of publication g) the cost One example of this is as follows: a) Checkered Flag Series b) Field Educational Publications c) grades 2-4 d) EMR e) high interest--low vocabulary f) 1969 g) $84.00

Competency Component: 3.1.2 To assist trainees in gaining familiarity with the special education instructional materials available in each of the curriculum area.

Behavioral Objective: 3.1.2.2 The trainee will be able to list five social studies materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.

Enabling Activities	*Resources*	*Comments*
3.1.2.2.A Utilize the sources of information on materials availability which you previously identified to list five instructional materials commercially manufactured for the social studies curriculum. Note the title of the material, the publisher, the grade level(s), the exceptional population(s) for which the material is intended (if there is one specified), the format, the date of publication, and the cost. 3.1.2.2.B Briefly jot down in the "comments" column of this Trainee's Manual your subjective evaluative reactions to one of these materials. Specify the criteria you think you are applying in deriving this general evaluation.		

Competency Component: 3.1.2 (continued)

Behavioral Objective: 3.1.2.2 The trainee will be able to list five social studies materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format, the date of publication, and the cost.

Activity No.	*Evaluation Criteria*
3.1.2.2.A	The trainee is to provide the following information for five instructional materials in the social studies area: a) the title of the material b) the publisher c) the grade level(s) d) the exceptional populations for which the material is intended e) the format f) the date of publication g) the cost One example of this is as follows: a) Look, Listen and Learn with Benny, Betty and Bill b) Spoken Arts c) Kindergarten d) EMR e) filmstrips, cassettes, booklets, ditto sheets f) 1971 g) $137.50

Competency Component: 3.1.2 **To assist trainees in gaining familiarity with the special education instructional materials available in each of the curriculum areas.**

Behavioral Objective: 3.1.2.3 **The trainee will be able to list five mathematics materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.**

Enabling Activities	*Resources*	*Comments*
3.1.2.3.A Utilize the sources of information on materials availability which you previously identified to list five instructional materials commercially manufactured for the mathematics curriculum. Note the title of the material, the publisher, the grade level(s) the exceptional populations) for which the material is intended (if there is one specified), the format, the date of publication, and the cost. 3.1.2.3.B Briefly jot down in the "comments" column of this Trainee's Manual your subjective evaluative reactions to one of these materials. Specify the criteria you think you are applying in deriving this general evaluation.		

Competency Component: 3.1.2 (continued)

Behavioral Objective: 3.1.2.3 The trainee will be able to list five materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format, the date of publication, and the cost.

Activity No.	*Evaluation Criteria*
3.1.2.3.A	The trainee is to provide the following information for five instructional materials in the mathematics area: a) the title of the material b) the publisher c) the grade level(s) d) the exceptional populations for which the material is intended e) the format f) the date of publication g) the cost One example of this is as follows: a) Countdown b) Economy Company c) grades 1-3 d) Learning Disabilities e) individual cassettes with response folder f) 1970 g) $198.00

Competency Component: 3.1.2 To assist trainees in gaining familiarity with the special education instructional materials available in each of the curriculum areas.

Behavioral Objective: 3.1.2.4 The trainee will be able to list five science materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.

Enabling Activities	*Resources*	*Comments*
3.1.2.4.A Utilize the sources of information on materials availability which you previously identified to list five instructional materials commercially manufactured for the science curriculum. Note the title of the material, the publisher, the grade level(s), the exceptional population(s) for which the material is intended (if there is one specified), the format, the date of publication, and the cost. 3.1.2.4.B Briefly jot down in the "comments" column of this Trainee's Manual your subjective evaluative reactions to one of these materials. Specify the criteria you think you are applying in deriving this general evaluation.		

Competency Component: 3.1.2 (continued)

Behavioral Objective: 3.1.2.4 The trainee will be able to list five science materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format, the date of publication, and the cost.

Activity No.	*Evaluation Criteria*
3.1.2.4.A	The trainee is to provide the following information for five instructional materials in the science area: a) the title of the material b) the publisher c) the grade level(s) d) the exceptional populations for which the material is intended e) the format f) the date of publication g) the cost One example of this is as follows: a) Science Measurements Kit b) American Printing House for the Blind c) grades 1-8 d) visually handicapped e) manipulative objects f) 1960 g) $97.50

Competency Component: 3.1.2 To assist trainees in gaining familiarity with the special education instructional materials available in each of the curriculum areas.

Behavioral Objective: 3.1.2.5 The trainee will be able to list five health, safety, and physical education materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, hight interest- controlled vocabulary), the date of publication, and the cost.

Enabling Activities	*Resources*	*Comments*
3.1.2.5.A Utilize the sources of information on materials availability which you previously identified to list five instructional materials commerically manufactured for the health, safety, and physical education curriculum. Note the title of the material, the publisher, the grade level(s), the exceptional population(s) for which the material is intended (if there is one specified), the format, the date of publication, and the cost. 3.1.2.5.B Briefly jot down in the "comments" column of this Trainee's Manual your subjective evaluative reactions to one of these materials. Specify the criteria you think you are applying in deriving this general evaluation.		

Competency Component: 3.1.2 (continued)

Behavioral Objective: 3.1.2.5 The trainee will be able to list five health, safety, and physical education materials and specify the following information for each; the publisher, the grade level(s), the exceptional population(s), the format, the date of publication, and the cost

Activity No.	*Evaluation Criteria*
3.1.2.5.A	The trainee is to provide the following information for five instructional materials in the health, safety, and physical education area: a) the title of the material b) the publisher c) the grade level(s) d) the exceptional populations for which the material is intended e) the format f) the date of publication g) the cost One example of this is as follows: a) Educational Games for the Physically Handicapped Child b) Love Publishing Company c) all grades d) Physically Handicapped e) teacher resource book f) 1972 g) $3.50

Competency Component: 3.1.2 To assist trainees in gaining familiarity with the special education instructional materials available in each of the curriculum areas.

Behavioral Objective: 3.1.2.6 The trainee will be able to list five practical arts and vocational education materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the format (e.g., programmed, high interest-controlled vocabulary), the date of publication, and the cost.

Enabling Activities	*Resources*	*Comments*
3.1.2.6.A Utilize the sources of information on materials availability which you previously identified to list five instructional materials commerically manufactured for the practical arts and vocational education curriculum. Note the title of the material, the publisher, the grade level(s), the exceptional population(s) for which the material is intended (if there is one specified), the format, the date of publication, and the cost. 3.1.2.6.B Briefly jot down in the "comments" column of this Trainee's Manual your subjective evaluative reactions to one of these materials. Specify the cirteria you think you are applying in deriving this general evaluation.		

Competency Component: 3.1.2 (continued)

Behavioral Objective: 3.1.2.6 The trainee will be able to list five practical arts and vocational education materials and specify the following information for each: the publisher, the grade level(s), the exceptional population(s), the date of publication, and the cost.

Activity No.	*Evaluation Criteria*
3.1.2.6.A	The trainee is to provide the following information for five instructional materials in the practical arts and vocational education area: a) the title of the material b) the publisher c) the grade level(s) d) the exceptional populations for which the material is intended e) the format f) the date of publication g) the cost One example of this is as follows: a) Employment Opportunity Series b) Avid Corporation c) grades 7-12 d) EMR e) filmstrips and recordings f) 1969 g) $54.00

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

3.1.3 To assist trainees in achieving success in the accurate implementation of a variety of instructional materials and media.

Behavioral Objectives:

3.1.3.1 The trainee will be able to demonstrate the appropriate use of three language arts materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.

3.1.3.2 The trainee will be able to demonstrate the appropriate use of three social studies materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.

3.1.3.3 The trainee will be able to demonstrate the appropriate use of three mathematics materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.

3.1.3.4 The trainee will be able to demonstrate the appropriate use of three science materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.

3.1.3.5 The trainee will be able to demonstrate the appropriate use of three health, safety, and physical education materials, at least one of which is designed for individualized instruction and at least one of which is designed for group instruction.

3.1.3.6 The trainee will be able to demonstrate the appropriate use of three practical arts and vocational education materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.

Competency Component: 3.1.3 To assist trainees in achieving success in the accurate implementation of a variety of instructional materials and media.

Behavioral Objective: 3.1.3.1. The trainee will be able to demonstrate the appropriate use of three language arts materials, at lease one of which is designed for group instruction and at least one of which is designed for individualized instruction.

Enabling Activities	*Resources*	*Comments*
3.1.3.1 Your performance of the enabling activities so far encountered in this Module Element has facilitated your acquaintance with (1) sources of information on materials availability, and (2) specific instructional materials available in the several curriculum areas. The purpose of the enabling activities proposed for the next six behavioral objectives is to allow you through performance to demonstrate your ability to implement instructional materials as recommended by the producer. Certainly when operating as a curriculum consultant in the field setting, it will often be necessary for you to advise the implementation of materials in some modified fashion. This is particularly likely in that so many of the instructional materials used in special education have not been developed specifically for use with children having special needs. Inasmuch as materials modification is treated in another Module Element, we will only be concerned with recommended usage at this point. There is little		

3.1.3.1 (continued)

reason to modify a material if it achieves your instructional objectives as designed and, perhaps more important, many of the features demanding modification will only come to light via your experience with the material in the classroom setting.

3.1.3.1.A

Both the Media Kit on Language Master and Audio Flashcard Reader and the Peabody Language Development Program Kit listed in the Resource column are slide-tape presentations which instruct and demonstrate the implementation of these instructional materials. View these slide-tape presentations and after examining the material, the teacher's manual, and the publisher's information accompanying the material, prepare a script that would appropriately accompany a slide-tape presentation instructing teachers on the implementation of this material. Use the two slide-tape presentations listed in the Resource Column of this manual as a model for your script.

Resource File 3.1.3.1.A contains preprinted pages for recording your script. Use as many of these pages as is necessary. In the boxes provided for your proposed slides, either draw or give a narrative description of the slide content.

3.1.3.1.A

Media Kit on Language Master and Audio-Flashcard Reader. University of Kentucky: Instructional Materials Center.

Peabody Language Development Program Kit. University of Kansas: Instructional Materials Center.

Resource File 3.1.3.1.A

Behavioral Objective *Continued:*

3.1.3.1.B

Arrange an appointment with your module instructor in which you will demonstrate your ability to implement a language arts material agreed upon in advance by you and your module instructor. If the material you selected suitable for group instruction, select a material here which isdesigned for individualized instruction, or vice versa.

3.1.3.1.C

Select a material designed for the language arts curriculum which you have not previously used in your performance of the enabling activities of this behavioral objective. Write a 2 to 3 page paper in which you first identify the material and specify the instructional objective for which it is intended. Then detail the procedures you would follow in implementing this material in the classroom setting on either a group or individualized basis. Be certain to consider those unique features of this material which must be considered in implementation (activities to prepare pupil(s) for introduction to the material, support media which may be required, etc.) in addition to those generic implementation procedures which would probably be applicable to most instructional materials.

Competency Component: 3.1.3 To assist trainees in achieving success in the accurate implementation of a variety of instructional materials and media.

Behavioral Objective: 3.1.3.2 The trainee will be able to demonstrate the appropriate use of three social studies materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.

Enabling Activities	*Resources*	*Comments*
3.1.3.2.A Both the Media Kit on Language Master and Audio Flashcard Reader and the Peabody Language Development Program Kit listed in the Resource column are slide-tape presentations which instruct and demonstrate the implementation of these instructional materials. View these slide-tape presentations and listen to and/or read the scripts accompanying each. Select a social studies material and after examining the material, the teacher's manual, and the publisher's information accompanying the material, prepare a script that would appropriately accompany a slide-tape presentation instructing teachers on the implementation of this material. Use the two slide-tape presentations listed in the Resource column of this manual as a model for your script. Resource File 3.1.3.2.A contains preprinted pages for recording your script. Use as many of these pages as is necessary. In the boxes provided for your proposed slides, either draw or give a narrative description of the slide content	3.1.3.2.A Media Kit on Language Master and Audio-Flashcard Reader. University of Kentuckly: Instructional Materials Center. Peabody Language Development Program Kit. University of Kansas: Instructional Materials Center. Resource File 3.1.3.1.A	

Behavioral Objective *Continued:*

3.1.3.2.B

Arrange an appointment with your Module Instructor in which you will demonstrate your ability to implement a social studies material agreed upon in advance by you and your Module Instructor. If the material you selected for enabling activity 3.1.3.2.A was suitable for group instruction, select a material here which is designed for individualized instruction, or vice versa.

3.1.3.2.C

Select a material designed for the social studies curriculum which you have not previously used in your performance of the enabling activities of this behavioral objective. Write a 2- to 2-page paper in which you first identify the material and specify the instructional objective for which it is intended. Then detail the procedures you would follow in implementing this material in the classroom setting on either a group or individualized basis. Be certain to consider those unique features of this material whic must be considered in implementation (activities to prepare pupil(s) for introduction to the material, support media which may be required, etc.) in addition to those generic implementation procedures which would probably be applicable to most instructional materials.

3.1.3.2.B

Appointment with Module Instructor

Competency Component: 3.1.3 To assist trainees in achieving success in the accurate implementation of a variety of instructional materials and media.

Behavioral Objective: 3.1.3.3. The trainee will be able to demonstrate the appropriate use of three mathematics materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.

Enabling Activities	*Resources*	*Comments*
3.1.3.3.A Both the Media Kit on Language Master and Audio Flashcard Reader and the Peabody Language Development Program Kit listed in the Resource column are slide-tape presentations which instruct and demonstrate the implementation of these instructional materials. View these slide-tape presentations and listen to and/or read the scripts accompanying each. Select a mathematics material and after examining the material, the teacher's manual, and the publisher's information accompanying the material, prepare a script that would appropriately accompany a slide-tape presentation instructing teachers on the implementation of this material. Use the two slide-tape presentations listed in the Resource Column of this manual as a model for your script. Resource File 3.1.3.1.A contains preprinted pages for recording your script. Use as many of these pages as is necessary. In the boxes provided for your proposed slides, either draw or give a narrative description of the slide content.	3.1.3.3.A Media Kit on Language Master and Audio-Flashcard Reader. University of Kentucky: Instructional Materials Center. Peabody Language Development Program Kit. University of Kansas: Instructional Materials Center. Resource File 3.1.3.1.A	

Behavioral Objective *Continued:*

3.1.3.3.B

Arrange an appointment with your Module Instructor in which you will demonstrate your ability to implement a mathematics material agreed upon in advance by you and your Module Instructor. If the material you selected for enabling activity 3.1.3.3.A was suitable for group instruction, select a material here which is designed for individualized instruction, or vice versa.

3.1.3.3.C

Select a material designed for the mathematics curriculum which you have not previously used in your performance of the enabling activities of this behavioral objective. Write a 2- to 3-page paper in which you first identify the material and specify the instructional objective for which it is intended. Then detail the procedures you would follow in implementing this material in the classroom setting on either a group or individualized basis. Be certain to consider those unique features of this material which must be considered in implementation (activities to prepare pupil(s) for introduction to the material, support media which may be required, etc.) in addition to those generic implementation procedures which would probably be applicable to most instructional materials.

3.1.3.3.B

Appointment with Module Instructor

Competency Component: 3.1.3 To assist trainees in achieving success in the accurate implementation of a variety of instructional materials and media.

Behavioral Objective: 3.1.3.4 The trainee will be able to demonstrate the appropriate use of three science materials, at least one of which is designed for group instructiona and at least one of which is designed for individualized instruction.

Enabling Activities	*Resources*	*Comments*
3.1.3.4.A Both the Media Kit on Language Master and Audio Flashcard Reader and the Peabody Language Development Program Kit listed in the Resource column are slide-tape presentations which instruct and demonstrate the implementation of these instructional materials. View these slide-tape presentations and listen to and/or read the scripts accompanying each. Select a science material and after examining the material, the teacher's manual, and the publisher's information accompanying the material, prepare a script that would appropriately accompany a slide-tape presentation instructing teachers on the implementation of this material. Use the two slide-tape presentations listed in the Resource column of this manual as a model for your script. Resource File 3.1.3.1.A contains preprinted pages for recording your script. Use as many of these pages as is necessary. In the boxes provided for your proposed slides, either draw or give a narrative description of the slide content.	3.1.3.4.A Media Kit on Language Master and Audio-Flashcard Reader. University of Kentucky: Instructional Materials Center. Peabody Language Development Program Kit. University of Kansas: Instructional Materials Center. Resource File 3.1.3.1.A	

Behavioral Objective . Continued:

3.1.3.4.B

Arrange an appointment with your Module Instructor in which you will demonstrate your ability to implement a science material agreed upon in advance by you and your Module Instructor. If the material you selected for enabling activity 3.1.3.4.A was suitable for group instruction, select a material here which is designed for individualized instruction, or vice versa.

3.1.3.4.C

Select a material designed for the science curriculum which you have not previously used in your performance of the enabling activities of this this behavioral objective. Write a 2- to 3-page paper in which you first identify the material and specify the instructional objective for which it is intended. Then detail the procedures you would follow in the classroom setting on either a group or individualized basis. Be certain to consider those unique features of this materials which must be considered in implementation (activities to prepare pupil(s) for introduction to the material, support media which may be required, etc.) in addition to those generic implementation procedures which would probably be applicable to most instructional materials.

3.1.3.4.B

Appointment with Module Instructor

Competency Component: 3.1.3 To assist trainees in achieving success in the accurate implementation of a variety of instructional materials and media.

Behavioral Objective: 3.1.3.5 The trainee will be able to demonstrate the appropriate use of three health, safety, and physical education materials, at least one of which is designed for individualized instruction and at least one of which is designed for group instruction.

Enabling Activities	*Resources*	*Comments*
3.1.3.5.A Both the Media Kit on Language Master and Audio Flashcard Reader and the Peabody Language Development Program Kit listed in the Resource Column are slide-tape presentations which instruct and emonstrate the implementation of these instructional materials. View these slide-tape presentations and listen to and/or read the scripts accompanying each. Select a health, safety, and physical education material and after examining the material, the teacher's manual, and the publisher's information accompanying the material, prepare a script that would appropriately accompany a slide-tape presentation instructing teachers on the implementation of this material. Use the two slide-tape presentations listed in the Resource Column of this manual as a model for your script. Resource File 3.1.3.1.A contains preprinted pages for recording your script. Use as many of these pages as is necessary. In the boxes provided for your proposed slides, either draw or give a narrative description of the slide content.	3.1.3.5.A Media Kit on Language Master and Audio-Flashcard Reader. University of Kentucky: Instructiona Materials Center. Peabody Language Development Program Kit. University of Kansas: Instructional Materials Center. Resource File 3.1.3.1.A	

Behavioral Objective . Continued:

3.1.3.5.B

Arrange an appointment with your Module Instructor in which you will demonstrate your ability to implement a health, safety, and physical education material agreed upon in advance by you and your Module Instructor. If the material you selected for enabling activity 3.1.3.5.A was suitable for group instruction, select a material here which is designed for individualized instruction, or vice versa.

3.1.3.5.C

Select a material designed for the health, safety, and physical education curriculum which you have not previously used in your performance of the enabling activities of this behavioral objective. Write a 2- to 3-page paper in which you first identify the material and specify the instructional objective for which it is intended. Then detail the procedures you would follow in implementing this material in the classroom setting on either a group or individualized basis. Be certain to consider those unique features of this material which must be considered in implementation (activities to prepare pupil(s) for introduction to the material, support media which may be required, etc.) in addition to those generic implementation procedures which would probably be applicable to most instructional materials.

3.1.3.5.B

Appointment with Module Instructor

Competency Component: 3.1.3 To assist trainees in achieving success in the accurate implementation of a variety o: instructional materials and media.

Behavioral Objective: 3.1.3.6 The trainee will be able to demonstrate the appropriate use of three practical arts and vocational education materials, at least one of which is designed for group instruction and at least one of which is designed for individualized instruction.

Enabling Activities	*Resources*	*Comments*
3.1.3.6.A Both the Media Kit on Language Master and Audio Flashcard Reader and the Peabody Language Development Program Kit listed in the Resource column are slide-tape presentations which instruct and demonstrate the implementation of these instructional materials. View these slide-tape presentations and listen to and/or read the scripts accompanying each. Select a practical arts and vocational education material and after examining the material, the teacher's manual, and the publisher's information accompanying the material, prepare a script that would appropriately accompany a slide-tape presentation instructing teachers on the implementation of theis material. Use the two slide-tape presentations listed in the Resource column of this manual as a model for your script. Resource File 3.1.3.1.A contains preprinted pages for recording your script. Use as many of these pages as is necessary. In the boxes provided for your proposed slides, either draw or give a narrative description of the slide content.	3.1.3.6.A Media Kit on Language Master and Audio-Flashcard Reader. University of Kentucky: Instructional Materials Center. Peabody Language Development Program Kit. University of Kansas: Instructional Materials Center. Resource File 3.1.3.1.A	

Behavioral Objective . Continued:

3.1.3.6.B

Arrange an appointment with your Module Instructor in which you will demonstrate your ability to implement a practical arts and vocational education material agreed upon in advance by you and your Module Instructor. If the material you selected for enabling activity 3.1.3.6.A was wuitable for group instruction, select a material here which is designed for individualized instruction, or vice versa.

3.1.3.6.C

Select a material designed for the practical arts and vocational education curriculum which you have not previously used in your performance of the enabling activities of this behavioral objective. Write a 2-to 3-page paper in which you first identify the material and specify the instructional objective for which it is intended. Then detail the procedures you would follow in implementing this material in the classroom setting on either a group or individualized basis. Be certain to consider those unique features of this material which must be considered in implementation (activities to prepare pupil (s) for introduction to the material, support media which may be required, etc.) in addition to those generic implementation procedures which would probably be applicable to most instructional materials.

3.1.3.6.B

Appointment with Module Instructor

Competency Component: 3.1.3: To assist trainees in achieving success in the accurate implementation of a variety of instructional materials and media.

Behavioral Objective: 3.1.3.1 - 3.1.3.6:

Activity No.	*Evaluation Criteria*
3.1.3.1.A 3.1.3.2.A 3.1.3.3.A 3.1.3.4.A 3.1.3.5.A 3.1.3.6.A	In these activities, the trainee is to prepare a script that would accompany a slide-tape presentation instructing teachers on the implementation of an instructional material. The instructional materials should be from the following areas: 3.1.3.1.A - language arts 3.1.3.2.A - social studies 3.1.3.3.A - mathematics 3.1.3.4.A - science 3.1.3.5.A - health, safety, and physical education 3.1.3.6.A - practical arts and vocational education An example of an appropriate response is as follows:

Slide	Script
Slide of the name of the program on it.	The Perceptual Training Program for Community Living is put out by Activity Records, Inc.
Slide of the program box and the contents spread in front of it for display.	This program was designed as a pre-vocational special education program for retarded youths.
Slide of a variety of signs found in everyday life (e.g., stop sign, nurse with fingers to her lips meaning silence, child waving, etc.)	The major objectives for the program are three-fold. The first objective is to make social cues or signals clearer and interpretable by the retarded student.
Slide of a man carrying a heavy box and a child opening a door for him.	The second objective is to clarify behaviors that would be appropriate in response to signals or cues.

Competency Component: 3.1.3: (continued)

Behavioral Objective: 3.1.3.1 - 3.1.3.6 (continued)

Activity No.	*Evaluation Criteria*	
	Slide	Script
3.1.3.1.A 3.1.3.2.A 3.1.3.3.A 3.1.3.4.A 3.1.3.5.A 3.1.3.6.A (continued)	Slide with the back of a child's head in the foreground and a busy street as the object at which he is looking.	The third and overall objective of the program is to make portions of the activities of the adult world visible and more comprehensive to the school aged retarded youth.
	Slide of an older and younger child sitting at a table and listening to a tape recording.	The program is designed for pupils with I.Q.'s between 50 and 85 who are between the ages of 13-19 and whose academic performance is from the first through sixth grade.
	Slide of the teacher manual.	Included is a teacher's manual with exact scripts for the teacher to use in various units.
	Slide of the material with the parts spread openly.	A series of worksheets, a tape recording and over 400 slides are included to supplement the teacher's manual.
	Slide of a child acting out the role of a policeman directing traffic.	The program as outlined in the manual is to last for 10 weeks. In addition to the scripts, suggestions for competitive games, role playing and field trips as well as list of resources and materials add to the completeness of the program.
	Slide of the index page of the teacher's manual showing the major and specific areas covered.	To aid in understanding the functions of the program it will be helpful to see a brief outline of concepts the units cover as well as activities used in conjunction with them.
	Slide #13 from program (skull and crossbones)	The first three lessons deal with signals that children might encounter in their environment.
	Slide #138 from program (sign indicating store hours)	While participating in the signal units, children are also made aware of numbers and places which are signals to understanding their environment.

Competency Component: 3.1.3: (continued)

Behavioral Objective: 3.1.3.1 - 3.1.3.6 (continued)

Activity No.	*Evaluation Criteria*	
	Slide	Script
3.1.3.1.A 3.1.3.2.A 3.1.3.3.A 3.1.3.4.A 3.1.3.5.A 3.1.3.6.A (continued)	Slide #160 from program (vending machine)	Other environmental signals covered in these units include an introduction to common machines with which children will come into contact.
	Slide #204 from program (bus depot and taxi station)	And means of transportation and how they are used.
	ETC.	ETC.

Competency Component: 3.1.3 (continued)

Behavioral Objective: 3.1.3.1 - 3.1.3.6 (continued)

Activity No.	*Evaluation Criteria*
3.1.3.1.B 3.1.3.2.B 3.1.3.3.B 3.1.3.4.B 3.1.3.5.B 3.1.3.6.B	In these activities the trainee is to demonstrate his ability to implement an instructional material. The instructional materials should be from the following areas: 3.1.3.1.B - language arts 3.1.3.2.B - social studies 3.1.3.3.B - mathematics 3.1.3.4.B - science 3.1.3.5.B - health, safety, and physical education 3.1.3.6.B - practical arts and vocational education While each trainee must be judged individually by the instructor, there are a number of general criteria which apply. 1. knowledge of uses of material 2. knowledge of implementation procedures 3. ability to implement material 4. applicability of material for situation 5. unique features of material

Competency Component: 3.1.3 (continued)

Behavioral Objective: 3.1.3.1 - 3.1.3.6 (continued)

Activity No.	*Evaluation Criteria*
3.1.3.1.C 3.1.3.2.C 3.1.3.3.C 3.1.3.4.C 3.1.3.5.C 3.1.3.6.C	In these activities the trainee is to specify an instructional material, the purpose for which it is intended, and a written account of the procedures required for implementation of the material. The instructional materials should be from the following areas: 3.1.3.1.C - language arts 3.1.3.2.C - social studies 3.1.3.3.C - mathematics 3.1.3.4.C - science 3.1.3.5.C - health, safety, and physical education 3.1.3.6.C - practical arts and vocational education While each trainee must be evaluated individually, there are a number of general criteria which apply. 1. knowledge of uses of material 2. knowledge of implementation procedures 3. ability to implement material 4. applicability of material for situation 5. unique features of material An abbreviated sample response is as follows: Developing Number Experiences Kit A, Education Development Corp. The basis upon which this program is built is that children are to work through games and activities to develop mathematical concepts. The use of manipulative materials is the major instructional tool for this program. The authors feel that it is essential that young children gain an understanding of number concepts, not merely facility in computation. Children use a logical system quite different from that of adults. They rely mainly on perceptions, so we must first work through concrete relationships before bogging them down in the abstract. After learning the basic concepts of more than, less than, etc., the children must be exposed to the way our environment classifies objects. The kit is developed to "make sense" to the child. Too often the teacher assimilates for the child, leaving him the passive role of absorption. This concept is never allowed in this program.

Competency Component: 3.1.3 (continued)

Behavioral Objective: 3.1.3.1 - 3.1.3.6 (continued)

Activity No.	*Evaluation Criteria*
3.1.3.1.C 3.1.3.2.C 3.1.3.3.C 3.1.3.4.C 3.1.3.5.C 3.1.3.6.C (continued)	Provided with the appropriate concrete materials contained in the kit, the children should be able to learn judgments. It also is a program which has a high interest level for the children. The games need not be played in any sequence, they are all in a sense, readiness skills which are intertwined and cannot realistically be separated. The children should be allowed to put the parts of the games back into the box since this in itself is an exercise in classifying. Included in the set are the following: game boards, spinners, blocks, markers, envelopes, and a manual. This material would be easy to implement in the kindergarten classroom. It is a very concrete material and involves a lot of manipulation. The teaching that is done is specified in the manual but it is informal. The very fact that you are "playing a game" with the children makes it easier to motivate them and keep their interest while you are developing concepts. It would be good to bring into the classroom, because the whole program is self-contained within one box that the children themselves can take down and use after they have become familiar with the games. Most of the games are group oriented, so social interaction may also be fostered. The skills that are developed directly and indirectly within this program, appear to have much value for the age group that it is intended for. The fact that children's manipulation of the materials is the primary technqiue is good. This facilitates not only learning the facts, but also the ability to incorporate them.

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Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 3.0 Evaluating / Materials and Media

Competency 3.2 A curriculum consultant should be knowledgeable of those characteristics of instructional materials and media as well as the characteristics of the instructional setting which are relevant to materials and media evaluation.

February 1974

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Division of Training

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Project Staff

Edward L. Meyen, Project Director
Reuben Altman, Co-Director

University of Missouri-Columbia

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE # 3: Evaluating / Materials and Media

MODULE ELEMENT SCOPE:

This module is designed to assist you in gaining proficiency in the evaluation of instructional materials and media. The approach followed is one of initially acquainting you with the wide range of materials and media available for the education of exceptional children. The prescribed activities then proceed to direct your attention to those characteristics of materials and media as well as those characteristics of an instructional setting which are relevant to materials and media evaluation. Finally, you will become knowledgeable of existing evaluation models, and gain the skills necessary to both develop and apply evaluation models to instructional materials and media.

MODULE ELEMENT SPECIFICATIONS:

Competency 3.2 A curriculum consultant should be knowledgeable of those characteristics of instructional materials and media as well as the characteristics of the instructional setting which are relevant to materials and media evaluation.

Competency Components:

3.2.1 To assist the trainee in gaining familiarity with those characteristics of instructional materials and media which are relevant to their evaluation.

3.2.2 To assist the trainee in gaining familiarity with those characteristics of an instructional setting which are relevant to the evaluation of instructional materials and media.

3.2.3 To assist the trainee in understanding the importance of the interaction of instructional problem, instructional setting, and materials characteristics in the evaluation of instructional materials and media.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

_____

_____

_____

Date: _____ Reason: _____

Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Referenc
			3.2.1.1 The trainee will be able to list five physical characteristics of instructional materials and media which should be considered in the evaluation process.	
			3.2.1.2 The trainee will be able to evaluate the publisher's information (e.g. quality of teacher's manual, accuracy of information provided accompanying any instructional materials or media.	
			3.2.1.3 The trainee will be able to assess the cost efficiency (in terms of time and money) of any instructional material as part of the evaluation.	
			3.2.1.4 The trainee will be able to list 10 format variables (e.g., programmed, individualized) relevant to instructional materials and media which should be considered in the evaluation process.	
			3.2.1.5 The trainee will be able to list 10 learner relevant skills which may require remediation and specify two instructional materials appropriate for each.	
			3.2.2.1 The trainee will be able to identify the physical characteristics of an instructional setting (e.g., storage space, electrical outlets) which should be considered as part of the materials and media evaluation process.	
			3.2.2.2 The trainee will be able to identify the nonphysical characteristics of an instructional setting (e.g., budget, number of pupils to be served) which should be considered as part of the materials and media evaluation process	
			3.2.2.3 The trainee will be able to identify the teacher characteristics (e.g., experience, preferred teaching mode) which should be considered as part of the materials and media evaluation process.	
			3.2.2.4 The trainee will be able to identify the pupil characteristics (e.g., chronological age, grade level) which should be considered as part of the materials and media evaluation process.	

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT (continued)	Cross-Reference
			3.2.3.1 The trainee will be able to arrange the characteristics of instructional materials and media relevant to evaluation in hierarchies of importance which vary as a function of the type of instructional setting specified.	
			3.2.3.2 The trainee will be able to arrange the characteristics of instructional materials and media relevant to evaluation in hierarchies of importance which vary as a function of the type of instructional problem specified.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource File

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the modules more complete as instructional packages.

3.2.1.1.A

3.2.1.2.A

3.2.1.3.A

3.2.1.4.A

3.2.1.5.A

3.2.1.5.B

3.2.2.1.C

3.2.3.1.A

3.2.3.2.A

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

3.2.1 To assist the trainee in gaining familiarity with those characteristics of instructional materials and media which are relevant to their evaluation.

Behavioral Objectives:

3.2.1.1 The trainee will be able to list five physical characteristics of instructional materials and media which should be considered in the evaluation process.

3.2.1.2 The trainee will be able to evaluate the publisher's information (e.g. quality of teacher's manual, accuracy of information provided accompanying any instructional materials or media.)

3.2.1.3 The trainee will be able to assess the cost efficiency (in terms of time and money) of any instructional material as part of the evaluation.

3.2.1.4 The trainee will be able to list in format variables (e.g., programmed, individualized) relevant to instructional materials and media which should be considered in the evaluation process.

3.2.1.5 The trainee will be able to list 10 learner relevant skills which may require remediation and specify two instructional materials appropriate for each.

Competency Component: 3.2.1 To assist the trainee in gaining familiarity with those characteristics of instructional materials and media which are relevant to their evaluation.

Behavioral Objective: 3.2.1.1 The trainee will be able to list five physical characteristics of instructional materials and media which should be considered in the evaluation process.

Enabling Activities	*Resources*	*Comments*
3.2.1.1 The evaluation of instructional materials and media is one of the major roles of the curriculum consultant in Special Education. Special attention should be given to the specific characteristics that are to be considered in evaluating instructional materials and media. 3.2.1.1.A Read the source in Resource File 3.2.1.1.A 1. What does Smith mean when she states that it is not unusual for some school districts to "spend $5,000 by Monday"? 2. What are the characteristics which Smith feels should be considered in the selection and evaluation of instructional materials and media? 3. What are the five most important characteristics that you feel should be considered? (Explain)	3.2.1.1.A Resource File Smith, C.M. Effective use of media in the classroom. Focus on Exceptional Children, 1973, 5, 1-11. OPTIONAL READING: Ensminger, E.E. A proposed model for selecting, modifying, or developing instructional materials for handicapped children, Focus on Exceptional Children, 1970, 1, 1-9.	

Competency Component: 3.2.1 To assist the trainee in gaining familiarity with those characteristics of instructional materials and media which are relevant to their evaluation.

Behavioral Objective: 3.2.1.1 The trainee will be able to list five physical characteristics of instructional materials and media which should be considered in the evaluation process.

Activity No.	*Evaluation Criteria*
3.2.1.1.A	The trainee was asked to read the source in Resource File 3.2.1.1.A in order to familiarize himself with an overview concerning the selectiona and utilization of materials and media in the classroom. The trainee was asked to use the above source in answering the following: Question: 1. What does Smith mean when she states that it is not unusual for some school districts to "spend $5,000 by Monday"? Response: According to Smith, many schools have a considerable amount of hardware(equipment) holdings but a little amount of software(material) holdings perhaps due to school funding restriction. In addition, many school districts purchase materials without first taking the proper amount of time to evaluate the materials in terms of a specific criteria. Question: 2. What are the characteristics which Smith feels should be considered in the selection and evaluation of instructional materials and media? Response: Smith asserts that the following characteristics should be considered: 1. control of pace 2. opportunities for repetition 3. sensory modes 4. motion 5. color 6. dimensionality 7. reading requirements 8. cost factor 9. ease of use 10. appropriateness of materials (needs & ability) 11. interest In the last activity, the trainee was asked to list and explain five most important chatracteristics which he feels should be considered? The response would depend on the items selected by the trainee.

Competency Component: 3.2.1 To assist the trainee in gaining familiarity with those characteristics of instructional materials and media which are relevant to their evaluation.

Behavioral Objective: 3.2.1.2 The trainee will be able to evaluate the publisher's information (e.g. quality of teacher's manual, accuracy of information provided accompanying any instructional materials or media.)

Enabling Activities	*Resources*	*Comments*
3.2.1.2 Curriculum consultants should be aware of the fact that many time publishers of instructional materials and media disseminate their materials without providing any formal assessment regarding its effectiveness. 3.2.1.2.A The source in Resource File 3.2.1.2.A refers to a proposed model for materials development and evaluation. Read the source in 3.2.1.2 and complete the following: 1. Define the term PERT. 2. What are the major steps in the PERT model for materials development and evaluation? 3. Select two instructional materials from the IMC and evaluate them utilizing the five major evaluation criteria identified in behavioral objective 3.2.1.1.A.	3.2.1.2.A Resource File Armstrong, J.R. A model for materials development and evaluation. Exceptional Children, 1971, 38, 327-334.	

Competency Component: 3.2.1 To assist the trainee in gaining familiarity with those characteristics of instructional materials and media which are relevant to their evaluation.

Behavioral Objective: 3.2.1.2 The trainee will be able to evaluate the publisher's information (e.g. quality of teacher's manual, accuracy of information provided accompanying any instructional materials or media.)

Activity No.	*Evaluation Criteria*
3.2.1.2.A	The trainee was to read the source in Resource File 3.2.1.2.A and was asked to answer the following: Question: 1. Define the term PERT? Response: The letters PERT refer to Program Evaluation and Review Technique. PERT is a management planning technique which utilizes a graphic display (network) to show the major relationships between a myriad of tasks in a complex research and development program. Question: 2. What are the major steps in the PERT model for materials development and evaluation? Response: a. Research Rationale b. Program Rationale c. Planning of Experiment d. Program Writing e. Test Writing f. Package Production g. Field Contacts h. Field Testing i. Program Evaluation j. Experiment Evaluation k. Revision l. Dissemination In the third activity, the trainee was asked to select two instructional materials from the IMC and evaluate them utilizing the five major evaluation criteria identified in behavioral objective 3.2.1.1. The response to this activity will depend on the five criteria variables selected from the following list: 1. control of pace 2. opportunities for repetition 3. sensory modes 4. motion 5. color 6. dimensionality 7. reading requirements 8. cost factor 9. case of use 10. appropriateness of materials(needs & abilities) 11. interest.

Competency Component: 3.2.1 To assist the trainee in gaining familiarity with those characteristics of instructional materials and media which are relevant to their evaluation.

Behavioral Objective: 3.2.1.3 The trainee will be able to assess the cost efficiency (in terms of time and money) of any instructional material as part of the evaluation.

Enabling Activities	*Resources*	*Comments*
3.2.1.3.A As a curriculum consultant, you may be asked to evaluate the cost-efficiency of instructional programs. The Resource File 3.2.1.3.A provides a description of a cost-effectiveness model for instructional programs. 3.2.1.3.B Read the above source and complete the following: 1. What is cost-benefit analysis? 2. What are the components of a cost-effectiveness model? (explain each component) 3. With regards to the Cost Effectiveness Model of Alkin, select two instructional materials from the IMC and evaluate each aide according to the elements of the evaluation model. (Special attention should be given to components B, C, D and E of the model).	3.2.1.3.A Resource File Alkin, M. Evaluating net cost-effectiveness of instructional programs. In M.C. Wittrouc and D.E. Wiley (Eds.) The Evaluation of Instruction: Issues and Problems, New York: Holt, Rinehart & Winston, Inc. 1970, pp. 221-238. Instructional materials in the IMC	Attention should be focused on components of the cost-efficiency model dealing with curriculum materials and equipment as they relate to student inputs and student outcomes.

Competency Component: 3.2.1 To assist the trainee in gaining familiarity with those characteristics of instructional materials and media which are relevant to their evaluation.

Behavioral Objective: 3.2.1.3 The trainee will be able to assess the cost efficiency (in terms of time and money) of any instructional material as part of the evaluation.

Activity No.	*Evaluation Criteria*
3.2.1.3.A	The trainee was asked to read the source in Resource File 3.2.1.3.A in order to become familiar with the Concept Cost-Benefit Analysis. After reading the above source, the trainee was asked the following questions:
3.2.1.3.B	Question: 1. What is cost-benefit analysis? Response: Cost-benefit analysis is basically a procedure employed by school systems and managment in order to make "precriptive decision statements." It is primarily a technique that examines economic components of an instructional program. "one of the main requirements of cost-benefit analysis is that both input and output measures be specified in the same units, namely dollars" (Alkin, 1970, p. 272). Question: 2. What are the components of a cost-effectiveness model? Response: Component A is External Systems. This refers to the school environment. This environment consists of a number of social contexts such as the type of district, etc. Component B is Student Inputs. Student inputs include the description and scholastic measure of the students being educated in the instructional program. IQ scores, achievement scores and other cumulative data are provided in this stage of evaluation. Component C is Financial Inputs. This concerns the amount and types of funds allocated to the school distric by local, state and federal agencies. Attention is given to the amount of money allocated for administrative salaries, teacher salaries, instructional equipment and instructional aids.

Competency Component: 3.2.1 To assist the trainee in gaining familiarity with those characteristics of instructional materials and media which are relevant to their evaluation.

Behavioral Objective: 3.2.1.3 The trainee will be able to assess the cost efficiency (in terms of time and money) of any instructional material as part of the evaluation.

Activity No.	*Evaluation Criteria*
3.2.1.3.B (continued)	Component D is Manipulatable Characteristics. This component refers to the type of format that is employed in instruction (e.g. individualized instruction, programmed instruction). It also takes into consideration the efficiency of the low student: teacher rates and the need for making decisions concerning each of the above practices. Component E is Outcomes. This stage is concerned with the learner outcomes that have resulted from the time the students enter the system until leave the system. Posttests such as achievement tests may be one of many ways to evaluate the learner outcomes. In addition, attention is given to the vocational adjustment of those individuals who leave the system. In the last activity, the student was asked to select two instructional aids from the IMC and evaluate each one according to the elements of the evaluation model. Special attention should be given to the following: (Component B) 1. Student Inputs - The type of student for which you are providing material. What is the I.Q? What are the specific problems encountered by the student? What modality are you remediating? What are the strengths of the students in question? (Component C) 2. Financial inputs - What local, state and federal monies are available to the teacher in order to purchase materials for the students identified in component B? Are the materials the type of aids that qualify for government reimbursement. Examples: (Title VI) (Title III) (Title I). Attention should be directed at the purchase of instructional materials and not at these areas dealing with salaries.

Competency Component: 3.2.1 To assist the trainee in gaining familiarity with those characteristics of instructional materials and media which are relevant to their evaluation.

Behavioral Objective: 3.2.1.3 The trainee will be able to assess the cost efficiency (in terms of time and money) of any instructional material as part of the evaluation.

Activity No.	*Evaluation Criteria*
3.2.1.3.B (continued)	(Component D) 3. What type of material is identified? Does it allow for grouping, individualized instruction? Does it permit the most effective methods for the least amount of cost? Do teachers have to spend additional time making supplementary materials with the aid or does the material provide additional sources? (Component E) 4. How effective is the material in assisting the child in grasping the subject matter? Does the material actually teach what the teacher's manual stipulates it <u>is</u> to teach? How does the material help the student to be prepared for community adjustment? (vocational adjustment).

Competency Component: 3.2.1 To assist the trainee in gaining familiarity with those characteristics of instructional materials and media which are relevant to their evaluation.

Behavioral Objective: 3.2.1.4 The trainee will be able to list 10 format variables (e.g., programmed, individualized) relevant to instructional materials and media which should be considered in the evaluation process.

Enabling Activities	*Resources*	*Comments*
3.2.1.4.A Commercially prepared instructional materials and media are constructed to be used with a variety of formal variables. Some format variables lead themselves to programmed learning, individualized instruction, and still others to additional formats. Read the source in Resource File 3.2.1.4 A and two additional references cited in the above sources. 3.2.1.4.B 1. List 10 format variables (e.g. programmed, individualized) relevant to instructional materials and media. 3.2.1.4.C 2. Write a few paragraphs concerning the advantages and disadvantages (if any) for each of the 10 format variables identified in behavioral objective 3.2.1.4.B.	3.2.1.4.A Resource File Ragan, W.B. Modern Elementary Curriculum. New York: Holt, Rinehart and Winston, 1966, pp. 205-212. Kessen, W. The strategy of instruction. In J. Brurer's Learning About Learning: A Conference Report. U.S. Dept. of H.E.W. 1970, pp. 98-104.	

Competency Component: 3.2.1 To assist the trainee in gaining familiarity with those characteristics of instructional materials and media which are relevant to their evaluation.

Behavioral Objective: 3.2.1.4 The trainee will be able to list in format variables (e.g., programmed, individualized) relevant to instructional materials and media which should be considered in the evaluation process.

Activity No.	*Evaluation Criteria*
3.2.1.4.A	The trainee was asked to read the sources in Resource File 3.2.1.4.A and two additional references cited in the above sources.
3.2.1.4.B	The trainee was asked to list 10 format variables relevant to instructional materials and media. The following format areas should be helpful in evaluating this activity: (1) programmed format (2) individualized format (3) textbook format (4) teaching machines (5) audio-visual media (6) others The trainee was encouraged to write a few paragraphs concerning the advantages and disadvantages (if any) for each of the 10 format variables identified in behavioral objective 3.2.1.4.B. Example Response: If the trainee selected a textbook format he might have included the following: (Advantages) 1. Textbooks are usually prepared by a team of experts in the field. 2. The information is usually prepared in a systematic manner. 3. The textbooks are usually a result of recent research concerning the subject introduced. 4. Many textbooks provide a chapter summary which includes a list of additional references and activities to complete. 5. The teacher's manual is very helpful in planning learning activities. (Disadvantages) 1. Some textbooks do not meet the needs of the group being serviced. 2. Some teachers rely too heavily on the teacher's manual without adding creativity of their own.

Competency Component: 3.2.1 To assist the trainee in gaining familiarity with those characteristics of instructional materials and media which are relevant to their evaluation.

Behavioral Objective: 3.2.1.5 The trainee will be able to list 10 learner relevant skills which may require remediation and specify two instructional materials appropriate for each.

Enabling Activities	*Resources*	*Comments*
3.2.1.5.A Curriculum consultants should be able to assist the classroom teacher in providing a developmental remediation program aimed at allowing children to reach a basic level of competency. Emphasis of such a program should concern ways to remediate the child's learning disabilities. Read the source in Resource File 3.2.1.5.A and complete the following: 1. According to Minskoff, what are the basic guidelines to be employed by the classroom teacher for creating and evaluating remedial techniques and materials?	3.2.1.5.A Resource File Minskoff E.H. Creating and evaluating remediation for the learning disabled. Focus on Exceptional Children, 1973, 5,1-11. OPTIONAL Goodman, L. & Hammill, D. The effectiveness of the Kephart-Getman Activities in developing perceptual-motor and cognitive skills. Focus on Exceptional Children, 1973, 4, 1-9.	
3.2.1.5.B Utilizing the source in Resource File 3.2.1.5.B and two additional sources on your own, list two instructional materials appropriate for each of the following disabilities:	3.2.1.5.B Resource File Ray, H.W. Media for the exceptional child. Focus on Exceptional Children, Publisher's Catalogs in the IMC. Instructional Materials in the IMC.	

Behavioral Objective *Continued:*

3.2.1.5.B (continued)

1. figure-ground discrimination
2. gross-motor coordination
3. fine-motor coordination
4. color-perception
5. memory and recall
6. left-to-right orientation
7. spatial organization
8. association and generalization
9. visual-motor integration
10. following directions

Competency Component: 3.2.1 To assist the trainee in gaining familiarity with those characteristics of instructional materials and media which are relevant to their evaluation.

Behavioral Objective: 3.2.1.5 The trainee will be able to list 10 learner relevant skills which may require remediation and specify two instructional materials appropriate for each.

Activity No.	*Evaluation Criteria*
3.2.1.5.A	The trainee was encouraged to read the source in Resource File 3.2.1.5.A and to answer the following: Question: According to Minskoff, 1. What are the basic guidelines to be employed by the classroom teacher for creating and evaluating remediate techniques and materials? Response: The following 12 guidelines should be included in the trainee's response: 1. Direct remediation to the child's learning disabilities. 2. Provide remediation that fits the specific symptoms of a child's learning disability. 3. Use the child's learning abilities. 4. Provide remediation commensurate with the child's level of functioning. 5. Testing and teaching should be included in the remediation process. 6. The difficulty of the stimulus should increased at a gradual rate. 7. The level of response should increase at a gradual rate. 8. Learning should be provided in small steps, sequentially. 9. Direct remediation to the child's intra-individual rate of program. 10. Make the content of the remediation process and materials of social or academic importance to the learner. 11. Transfer should be a part of the remediation process 12. Tasks should be restructured when the learner is unable to achieve mastery.

Competency Component: 3.2.1 To assist the trainee in gaining familiarity with those characteristics of instructional materials and media which are relevant to their evaluation.

Behavioral Objective: 3.2.1.5 The trainee will be able to list 10 learner relevant skills which may require remediation and specify two instructional materials appropriate for each.

Activity No.	*Evaluation Criteria*
3.2.1.5.B	The trainee was asked to read the source in Resource File 3.2.1.5.B and two additional sources, on their own, and to list two instructional materials appropriate for each of the following disabilities: 1. Figure-ground discrimination a. ERIE Program - Part 1,2,3,and 4. (other publishers might have been selected for each disability.) b. Dubnoff School Program 2. Gross-motor coordination a. Pathway School Program b. Vanguard School Program - Part I 3. Fine-motor coordination a. ERIE Program - Part 3 b. Fairbanks Robinson Program 4. Color-Perception a. Ruth Cheves Program - Parts 2 and 3. b. Dubnoff School Program - Part 2. 5. Memory and recall a. Ruth Cheves Program - Parts 2,4,and 5. b. Fairbanks - Robinson Program 6. Left-to-Right orientation a. Vanguard School Program - Part 3 b. ERIE Program - Part 1. 7. Spatial orientation a. Dubnoff School Program - Levels 1,2,3. b. Vanguard School Program - Parts 1 & 4 8. Association and Generalization a. Ruth Cheves Program - Part 3 b. Vanguard School Program - Parts 3 & 4.

Competency Component: 3.2.1 To assist the trainee in gaining familiarity with those characteristics of instructional materials and media which are relevant to their evaluation.

Behavioral Objective: 3.2.1.5 The trainee will be able to list 10 learner relevant skills which may require remediation and specify two instructional materials appropriate for each.

Activity No.	*Evaluation Criteria*
3.2.1.5.B (continued)	9. Visual-motor integration a. ERIE Program - Part 3 b. Fairbanks - Robinson Program 10. Following Directions a. ERIE Program - Part 2 b. Vanguard Program - Part 4

INSTRUCTIONAL UNIT SPECIFICATION

Competency Component:

3.2.2 To assist the trainee in gaining familiarity with those characteristics of an instructional setting which are relevant to the evaluation of instructional materials and media.

Behavioral Objectives:

3.2.2.1 The trainee will be able to identify the physical characteristics of an instructional setting (e.g., storage space, electrical outlets) which should be considered as part of the materials and media evaluation process.

3.2.2.2 The trainee will be able to identify the non-physical characteristics of an instructional setting (e.g., budget, number of pupils to be served) which should be considered as part of the materials and media evaluation process.

3.2.2.3 The trainee will be able to identify the teacher characteristics (e.g., experience, preferred teaching mode) which should be considered as part of the materials and media evaluation process.

3.2.2.4 The trainee will be able to identify the pupil characteristics (e.g., chronological age, grade level) which should be considered as part of the materials and media evaluation process.

Competency Component: 3.2.2 To assist the trainee in gaining familiarity with those characteristics of an instructional setting which are relevant to the evaluation of instructional materials and media.

Behavioral Objective: 3.2.2.1 The trainee will be able to identify the physical characteristics of an instructional setting (e.g., storage space, electrical outlets) which should be considered as part of the materials and media evaluation process.

Enabling Activities	*Resources*	*Comments*
3.2.2.1.A The selection and evaluation of materials and media require the consideration of characteristics other than those of the materials themselves. One set of these characteristics which must be considered is the physical characteristics of the setting in which the materials are to be implemented. Many materials which may be considered "good" in and of themselves, may not be appropriate in certain physical settings. It is necessary to be able to match the characteristics of the material with the physical characteristics of the given setting in order to effectively evaluate materials and media. The following list includes many of the physical characteristics of an instructional setting which must be considered in the evaluation of materials and media. Carefully read over the list and consider how each may affect the selection of materials and media: 1. Floor space available 2. Storage space available 3. Furniture		

Behavioral Objective *Continued:*

3.2.2.1.A (continued)

4. Mobility of furniture
5. Window shades
6. Lighting
7. Soundproofing
8. Electric outlets
9. Divisibility of the room

For each of the characteristics listed above write a two or three sentence explanation of how you feel it may affect the evaluation of materials and media. Submit the explanations to your instructor and be prepared to discuss them.

3.2.2.1.B

Select three materials for evaluation. Using the list of physical characteristics from activity 3.2.2.1.A, briefly describe how the use of the materials may be affected by each of the listed characteristics. Also list any requirements of the materials which may be relevant to the physical characteristics.

3.2.2.1.C

Resource file 3.2.2.1.C contains a description of one instructional setting. Compare the characteristics with the information you acquired about each of the three materials you selected for evaluation in activity 3.2.2.1.B. Having done so, write a rationale for the selection

3.2.2.1.C

Resource File 3.2.2.1.C

Behavioral Objective *Continued:*

3.2.2.1.C (continued)

or rejection of each of the materials based on its compatability with the physical characteristics of the instructional setting.

Competency Component: 3.2.2 To assist the trainee in gaining familiarity with those characteristics of an instructional setting which are relevant to the evaluation of instructional materials and media.

Behavioral Objective: 3.2.2.1 The trainee will be able to identify the physical characteristics of an instructional setting (e.g., storage space, electrical outlets) which should be considered as part of the materials and media evaluation process.

Activity No.	*Evaluation Criteria*
3.2.2.1.A	The purpose of this activity is to help the trainee identify physical characteristics of the classroom which may affect the evaluation of materials and media. The trainee was asked to briefly explain how each of nine physical variables may affect the evaluation. An example of an acceptable answer is as follows: Floor space available -- the amount of floor space available in a classroom may limit the types of materials which may be used therein. Materials which would require groups to stand or sit on the floor may be precluded by lack of floor space. On the other hand, classrooms with much floor space may allow the use of these same materials.
3.2.2.1.B	The trainee has been asked to review three instructional materials and to evaluate how each of the physical characteristics listed in activity 3.2.2.1.A may effect its use. Responses should reflect a careful review of each of the three materials selected. The trainee should have a response for each of the nine characteristics. Appropriate responses should be judged against the materials the trainee selects.
3.2.2.1.C	The trainee has been asked to evaluate the three materials selected in activity 3.2.2.1.B using the physical description of an instructional setting. (S)he has been asked to write a rationale for the selection or rejection of the materials based on these physical characteristics. An example of an appropriate response would be to reject any material which would require dividing the classroom as the description notes that this is not possible. Each material will need to be judged separately and all responses with a logical rationale should be accepted.

Competency Component: 3.2.2 To assist the trainee in gaining familiarity with those characteristics of an instructional setting which are relevant to the evaluation of instructional materials and media.

Behavioral Objective: 3.2.2.2 The trainee will be able to identify the nonphysical characteristics of an instructional setting (e.g., budget, number of pupils to be served) which should be considered as part of the materials and media evaluation process.

Enabling Activities	*Resources*	*Comments*
A second set of characteristics which affect the evaluation of materials and media is the non-physical characteristics of the instructional setting. While sometimes not as obvious as physical characteristics, non-physical characteristics may be equally important in the evaluation of materials and media. However, decisions regarding the non-physical characteristics of an instructional setting are usually more complex than decisions regarding the physical characteristics. Often decisions regarding non-physical characteristics involve value judgments, e.g., given a budget of $100 is it better to buy a language development kit or a basal reading series? For our purposes non-physical characteristics will be considered in four broad categories: 1. Budget 2. Number of pupils to be served 3. Materials presently available in the school 4. School policy, as it relates to materials and media Each of these categories may be		—

Behavioral Objective *Continued:*
3.2.2.2 (continued)
considered as limiting factors in the evaluation of materials and media.

The budget of a classroom will obviously affect the selection of materials for that setting. Not only will the gross budget for the classroom have an affect, but the specific breakdown of the budget into subject areas, consumables and non-consumables, etc. will have an effect on the evaluation and selection of materials and media.

The number of pupils to be served may greatly affect the evaluation of materials and media. Materials appropriate for large group presentation (30 pupils or more) may not be appropriate for a class of 15 pupils.

The materials presently available in the classroom will, no doubt, affect the evaluation and selection of other materials. For example, the presence of a relatively new language development kit, would, most likely, preclude the consideration of a similar kit for purchase.

Finally, school policy regarding materials and media may have significant influence on the evaluation of materials. School policies may affect selection in a number of ways. For instance some schools may require a basal reading series while others may encourage other reading materials and some schools may require sex education in the classroom while others may prohibit it. In addition, schools may

prescribe a curriculum to varying degrees. State and local requirements may determine certain courses or areas of study which in turn require the use of particular types of materials and media.

While school policy will, no doubt, apply in every school system, the way in which and extent to which it applies will vary from school to school.

3.2.2.2.A

To determine how a budget may affect the selection of materials and media, select three special education classrooms and arrange interviews with the teachers in those classes. You will need to determine the budget of the classroom and the restrictions which apply to its use. You will also need to know how these teachers feel the budget affects their selection of materials and media.

Submit a summary report of your interviews and the conclusions which you draw to your instructor. Be prepared to discuss the implications of budget restrictions on the evaluation of materials and media. List the names and schools of the teachers you interview.

3.2.2.2.B

As has been pointed out, the number of pupils in a class may be

3.2.2.2.B (continued)

important in the selection of materials and media. To determine the extent to which class size is important in the use of materials and media one may consult the instructors' guides of materials to learn the number of pupils with which the materials are intended to be used.

Select at least five materials of various types. Briefly review each selection and note any restrictions, explicit or implicit, of the materials which relate to the number of pupils with which they may be used.

Write a brief report based on your findings of how you feel class size may affect the evaluation and selection of materials and media. Submit the paper to your instructor.

3.2.2.2.C

The availability of present materials in a classroom must be assessed in order to determine the type of material appropriate for selection. One obvious method of assessment is to inventory materials available in a school, review the prescribed curriculum, and draw conclusions about the types of materials which may be needed.

Select a classroom and make arrangements to inventory all materials and media available to that class. Materials in the library,

Behavioral Objective *Continued:*

3.2.2.2.C (continued)

media center, or other classroom that are available for use in the selected slassroom should also be inventoried. Once you have completed an inventory, review the curriculum for the classroom and make a determination of materials needed in the classroom. Once you have drawn your conclusions, check them against the opinion of the teacher. Include the teacher's reaction as well as the information called for above in a brief report. Submit the report to your instructor.

3.2.2.2.D

To determine the effect of school policies upon the evaluation and selection of materials and media you will need to review the policies of selected schools. To determine these policies you will need to collect three types of information: 1) Policy documents, 2) statements made by administrators, and 3) statements made by teachers in the school.

Select three school districts and make arrangements to collect each of three types of information listed above. Prepare a summary of the information from each school and write a report describing the implications of school policies on the selection and evaluation of materials and media. Submit this report to your instructor and be prepared to discuss it. List the names of schools and all persons you talk with.

Competency Component: 3.2.2 To assist the trainee in gaining familiarity with those characteristics of an instructional settings which are relevant to the evaluation of instructional materials and media.

Behavioral Objective: 3.2.2.2 The trainee will be able to identify the non-physical characteristics of an instructional setting (e.g., budget, number of pupils to be served) which should be considered as part of the materials and media evaluation process.

Activity No.	*Evaluation Criteria*
3.2.2.2.A	The trainee has been asked to interview three teachers about their classroom budget and feelings of its effect on materials selection. The only written response required is the summaries of interviews with budget information and teacher's reactions. Teachers' names should be listed as well as the school in which they teach. In discussion with the trainee, implications of budget variables should be drawn out.
3.2.2.2.B	The trainee has been asked to review at least five materials and write a report noting how class size may limit their use. Appropriate responses should include any mention of the size group with which the materials are to be used. While some restrictions may be explicit, others may be implicit, e.g., the kit contains materials for fifteen students without any mention of class size.
3.2.2.2.C	The trainee has been asked to inventory a classroom, review the prescribed curriculum, and determine what types of materials are needed in the classroom. The inventory should include all materials available to the teacher. Judgments made by the trainee should reflect both a thorough inventory and a complete review of the curriculum. The trainee should also note the judgements made by the teacher. While some judgments may be the same, the teacher's response would not be expected to be the same as the trainee's.
3.2.2.2.D	The trainee has been asked to select three school districts and to collect three types of information relevant to school policies regarding the evaluation and selection of materials and media: 1. Policy documents 2. Statements from administrators 3. Statements from teachers

Competency Component: 3.2.2 To assist the trainee in gaining familiarity with those characteristics of an instructional setting which are relevant to the evaluation of instructional materials and media.

Behavioral Objective: 3.2.2.2 The trainee will be able to identify the non-physical characteristics of an instructional setting (e.g., budget, number of pupils to be served) which should be considered as part of the materials and media evaluation process.

Activity No.	*Evaluation Criteria*
3.2.2.2.D (continued)	Following the collection of the information (s)he has been asked to write a report of the implications of school policy on the evaluation and selection of materials and media. This report should reflect the information the trainee has collected. The names of all schools and persons consulted should be listed. The trainee should be prepared to discuss this activity. During the discussion the instructor may wish to draw out other relevant information the student has collected.

Competency Component: 3.2.2 To assist the trainee in gaining familiarity with those characteristics of an instructional setting which are relevant to the evaluation of instructional materials and media.

Behavioral Objective: 3.2.2.3 The trainee will be able to identify the teacher characteristics (e.g., experience, preferred teaching mode) which should be considered as part of the materials and media evaluation process.

Enabling Activities	*Resources*	*Comments*
Obviously, no program, material, or form of media is appropriate for use by all teachers. Each teacher has sets of characteristics which influence his (her) teaching style and general mode of operation in the classroom. Therefore, it is necessary to consider teacher characteristics as an important variable in the evaluation of materials and media. Producers and publishers of instructional materials are aware that teacher characteristics are relevant to the successful use of a given material. Therefore, instructional materials often suggest explicitly or implicitly the type of teacher for whom the materials were intended. These suggestions may be in the form of assumptions, teacher behaviors required by the program, or the expectations placed on teachers. 3.2.2.3.A Review as many instructional materials and forms of media as necessary to identify at least five		

Behavioral Objective *Continued:*

3.2.2.3.A (continued)

teacher characteristics suggested or implied by the materials or accompanying information. List the characteristics and the material which you feel suggests it. Submit the list to your instructor.

3.2.2.3.B

Using the list of characteristics you defined in activity 3.2.2.3.A, write a brief paper discussing how you feel teacher characteristics may affect the evaluation of materials and media. Submit the paper to your instructor.

Competency Component: 3.2.2 To assist the trainee in gaining familiarity with those characteristics of an instructional setting which are relevant to the evaluation of instructional materials and media.

Behavioral Objective: 3.2.2.3 The trainee will be able to identify the teacher characteristics (e.g., experience, preferred teaching mode) which should be considered as part of the materials and media evaluation process.

Activity No.	*Evaluation Criteria*
3.2.2.3.A	The trainee has been asked to review instructional materials and to list five teacher characteristics which may be suggested or implied by the materials. Examples of appropriate responses may be: 1. Previous experience or background 2. Predisposition toward individualization of instruction 3. predisposition toward highly structured material 4. Predisposition toward open materials 5. Predisposition toward the use of behavior modification Each of these characteristics should also have listed the material which the trainee believes suggests it.
3.2.2.3.B	The trainee has been asked to write a paper discussing the implications of teacher characteristics on the evaluation and selection of materials based on the information gathered in activity 3.2.2.3.A. The paper should reflect this information and should, in addition, generalize the implications of teacher characteristics on evaluation of materials and media.

Competency Component: 3.2.2 To assist the trainee in gaining familiarity with those characteristics of an instructional setting which are relevant to the evaluation of instructional materials and media.

Behavioral Objective: 3.2.2.4 The trainee will be able to identify the pupil characteristics (e.g., chronological age, grade level) which should be considered as part of the materials and media evaluation process.

Enabling Activities	*Resources*	*Comments*
The characteristics of the pupils with whom instructional materials are to be used are perhaps the most important variable in the evaluation of materials and media. If materials do not fit the characteristics of the pupils with whom they are implemented, they have little or no value. The pupil characteristics which should be considered in the evaluation of materials and media may be identified by reviewing a number of instructional materials. Such characteristics are often explicitly spelled out, e.g., "for children 5-9". Other times pupil characteristics are implied by the description of the materials, e.g., "high interest, low vocabulary." 3.2.2.4.A Review as many instructional materials and forms of media as necessary to identify at least fifteen (15) pupil characteristics relevant to the evaluation of materials and media. List the pupil characteristic and the material which you		

Behavioral Objective *Continued:*

3.2.2.4.A (continued)

feel suggest it. Submit the list to your instructor.

3.2.2.4.B

Using the list of characteristics you defined in activity 3.2.2.4.A, write a brief paper discussing how you feel pupil characteristics may affect the evaluation of materials and media. Submit the paper to your instructor.

Competency Component: 3.2.2 To assist the trainee in gaining familiarity with those characteristics of an instructional setting which are relevant to the evaluation of instructional materials and media.

Behavioral Objective: 3.2.2.4 The trainee will be able to identify the pupil characteristics (e.g., chronological age, grade level) which should be considered as part of the materials and media evaluation process.

Activity No.	*Evaluation Criteria*
3.2.2.4.A	The trainee has been asked to review instructional materials to identify at least fifteen pupil characteristics which may be relevant to the evaluation of materials and media. Examples of appropriate responses are: 1. Low reading vocabulary 2. Poor gross motor coordination 3. Poor fine motor coordination 4. Short attention span 5. Hyperactivity 6. Hard of hearing 7. Partially sighted 8. Physically handicapped 9. Socially maladjusted 10. Emotionally disturbed Along with each characteristic the trainee should list the material from which it was suggested or implied.
3.2.2.4.B	The trainee has been asked to write a paper discussing the implications of pupil characteristics on evaluation of materials and media. While the paper should reflect the information gathered in activity 3.2.2.4.A, it should also generalize these implications.

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

3.2.3 To assist the trainee in understanding the importance of the interaction of instructional problem, instructional setting, and materials characteristics in the evaluation of instructional materials and media.

Behavioral Objectives:

3.2.3.1 The trainee will be able to arrange the characteristics of instructional materials and media relevant to evaluation in hierarchies of importance which vary as a function of the type of instructional setting specified.

3.2.3.2 The trainee will be able to arrange the characteristics of instructional materials and media relevant to evaluation in hierarchies of importance which vary as a function of the type of instructional problem specified.

Competency Component: 3.2.3 To assist the trainee in understanding the importance of the interaction of instructional problem, instructional setting, and materials characteristics in the evaluation of instructional materials and media.

Behavioral Objective: 3.2.3.1. The trainee will be able to arrange the characteristics of instructional materials and media relevant to evaluation in hierarchies of importance which vary as a function of the type of instructional setting specified.

Enabling Activities	*Resources*	*Comments*
While each of the characteristics of instructional materials and settings which you have encountered are relevant in the evaluation of materials and media, the relative importance of each may vary with the type of setting in which the materials are to be employed. In some settings for instance, per pupil cost may be a most important factor, while in others it may be relatively unimportant. Likewise, each of the other factors will fall into a hierarchy defined by the instructional setting.		
3.2.3.1.A Resource file 3.2.3.1.A contains a deck of cards of instructional material characteristics. Also included in the resource file are descriptions of three instructional settings. For each of the settings described, arrange the characteristics in order of relevance. List the order and a brief rationale for your arrangement. Submit the lists to your instructor and be prepared to discuss them.	3.2.3.1.A Resource File 3.2.3.1.A	

Competency Component: 3.2.3 To assist the trainee in understanding the importance of the interaction of instructional problem, instructional setting, and materials characteristics in the evaluation of instructional materials and media.

Behavioral Objective: 3.2.3.1 The trainee will be able to arrange the characteristics of instructional materials and media relevant to evaluation in hierarchies of importance which vary as a function of the type of instructional setting specified.

Activity No.	*Evaluation Criteria*
3.2.3.1.A	The trainee has been asked to arrange cards listing characteristics of instructional materials in hierarchial order based on descriptions of instructional settings. They have also been asked to provide a rationale for the arrangement. While pupil characteristics should always rank very high, others will vary as a function of the setting. Any response which provides a logical rationale for arrangement should be accepted.

Competency Component: 3.2.3 To assist the trainee in understanding the importance of the interaction of instructional problem, instructional setting, and materials characteristics in the evaluation of instructional materials and media.

Behavioral Objective: 3.2.3.2 The trainee will be able to arrange the characteristics of instructional materials and media relevant to evaluation in hierarchies of importance which vary as a function of the type of instructional problem specified.

Enabling Activities	*Resources*	*Comments*
As with instructional settings, the characteristics of materials also vary in relevance with the type of instructional problem for which they are intended to be implemented.		
3.2.3.2.A Resource file 3.2.3.2.A contains a deck of cards of instructional materials characteristics. Also included in the resource file are descriptions of three instructional problems. For each of the problems described, arrange the characteristics in order of relevance. List the order and a brief rationale for your arrangement. Submit the lists to your instructor and be prepared to discuss them.	3.2.3.2.A Resource File 3.2.3.2.A	

Competency Component: 3.2.3 To assist the trainee in understanding the importance of the interaction of instructional problem, instructional setting, and materials characteristics in the evaluation of instructional materials and media.

Behavioral Objective: 3.2.3.2 The trainee will be able to arrange the characteristics of instructional materials and media relevant to evaluation in hierarchies of importance which vary as a function of the type of instructional problem specified.

Activity No.	*Evaluation Criteria*
3.2.3.2.A	The trainee has been asked to arrange cards listing characteristics of instructional materials in hierarchial order based on descriptions of instructional problems. They have also been asked to provide a rationale for the arrangement. While pupil characteristics should always rank very high, others will vary as a function of the problem. Any response which provides a logical rationale for arrangement should be accepted.

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Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION
OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

INSTRUCTOR'S MANUAL

for

Module 3.0 Evaluating / Materials and Media

Competency 3.3 A curriculum consultant should be familiar with the existing knowledge (published and unpublished literature including proposed evaluation models) relative to the evaluation of instructional materials and media.

February 1974

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Division of Training

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Project Staff

Edward L. Meyen, Project Director
Reuben Altman, Co-Director

University of Missouri-Columbia

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I. Interim Report: Competency Research Phase
II. Interim Report: Module Specification Phase
III. Interim Report: Dissemination Phase

INSTRUCTOR'S MANUAL

MODULE #3: Evaluating / Materials and Media

MODULE ELEMENT SCOPE:

This module is designed to assist you in gaining proficiency in the evaluation of instructional materials and media. The approach followed is one of initially acquainting you with the wide range of materials and media available for the education of exceptional children. The prescribed activities then proceed to direct your attention to those characteristics of materials and media as well as those characteristics of an instructional setting which are relevant to materials and media evaluation. Finally, you will become knowledgeable of existing evaluation models, and gain the skills necessary to both develop and apply evaluation models to instructional materials and media.

MODULE ELEMENT SPECIFICATIONS:

Competency 3.3 A curriculum consultant should be familiar with the existing knowledge (published and unpublished literature including proposed evaluation models) relative to the evaluation of instructional materials and media.

Competency Components:

3.3.1: To assist trainees in gaining familiarity with sources of information pertaining to the evaluation of instructional materials and media.

3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Conference Record

Trainee's Name _____

Phone _____

Address _____

Other Modules in Progress _____

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Date: _____ Reason: _____

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Conference Record (continued)

Date: _____ Reason: _____

Pre-Assessment Performance	Activity Performance	Post-Assessment Performance	BEHAVIORAL OBJECTIVES TO BE ACHIEVED IN THIS MODULE ELEMENT	Cross-Reference
			3.3.1.1 The trainee will be able to use library housed Reference materials to locate information on the evaluation of instructional materials and media.	
			3.3.1.2 The trainee will be able to utilize services rendered by ERIC to locate literature on the evaluation of instructional materials and media.	
			3.3.1.3 The trainee will be able to utilize the services offered by the IMC-RMC Network to obtain information on the evaluation of instructional materials and media.	
			3.3.2.1 The trainee will be able to identify the major instructional material evaluation models and the authors associated with them.	
			3.3.2.2 The trainee will be able to discuss the relative merits, strengths, and weaknesses of various instructional materials evaluation models.	
			3.3.2.3 The trainee will be able to identify the existing and on-going research relative to the evaluation of instructional materials and media.	
			3.3.2.4 The trainee will be able to demonstrate his familiarity with the existing non-research based literature (e.g., arm-chaired discussions) on the evaluation of instructional materials and media.	

Upon successfully demonstrating competence in a behavioral objective (through pre-assessment performance, enabling activity performance, or post-assessment performance), have a SECTraC staff member initial the appropriate box. When a behavioral objective is cross-referenced to other Module Elements, be sure to have it initialed there simultaneously.

Resource Files

The following activities have resource files. Each file contains material essential to the activity. Articles and reference materials have not been placed in resource files. Reference materials may later be duplicated and put into resource files in order to make the module more complete as instructional packages.

3.3.1.1.A
3.3.1.1.B
3.3.1.2.A
3.3.1.2.B
3.3.1.2.C
3.3.1.2.D
3.3.1.3.A
3.3.1.3.B
3.3.2.1.A
3.3.2.1.B
3.3.2.1.C
3.3.2.1.D
3.3.2.1.E
3.3.2.2.B
3.3.2.2.C
3.3.2.3.A
3.3.2.3.B
3.3.2.3.C
3.3.2.3.D
3.3.2.4.A
3.3.2.4.B

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

3.3.1: To assist trainees in gaining familiarity with sources of information pertaining to the evaluation of instructional materials and media.

Behavioral Objectives:

3.3.1.1: The trainee will be able to use Library Housed Reference materials to locate information on the evaluation of instructional materials and media.

3.3.1.2: The trainee will be able to utilize services rendered by ERIC to locate literature on the evaluation of instructional materials and media.

3.3.1.3: The trainee will be able to utilize the services offered by the IMC-RMC Network to obtain information on the evaluation of instructional materials and media.

Competency Component: 3.3.1: To assist trainees in gaining familiarity with sources of information pertaining to the evaluation of instructional materials and media.

Behavioral Objective: 3.3.1.1: The trainee will be able to use Library Housed Reference Materials to locate information on the evaluation of instructional materials and media.

Enabling Activities	*Resources*	*Comments*
3.3.1.1.A All too often the traditional approach to graduate education has resulted in students underestimating the library as a source of information relative to their area of study. This has probably been the case primarily because the instructor has lectured a digestion of what he perceives to be the significant course content; ergo, that which will be tested. When students do use library facilities it is in response to a specific reading assignment which further reduces his need to explore the library, for materials typically "required" are placed on reserve for the student. Thus relevant library sources that the instructor has either not deemed required or not been aware of are overlooked. The purpose of this activity is to guide you in acquainting yourself with the library as a source of information on the evaluation of instructional materials. Spend at least two hours browsing the library in search of potential sources of information on instructional materials evaluation. Most libraries	3.3.1.1.A Resource File 3.3.1.1.A	

3.3.1.1.A (continued)

have a printed Guide and/or other materials descriptive of the proper and efficient use of the library and its many resources (see Resource File 3.3.1.1.A). Of course, library personnel are available to assist you but it would probably be to your advantage to seek out this information for yourself. Prepare and submit to your module instructor a list of available resources of potential value in locating information on the evaluation of instructional materials.

3.3.1.1.B

The previous activity only required that you be able to identify available library resources. These identified resources are only of value if you know how to use them. For example, you should have certainly identified the card catalog as a potentially valuable library source. However, the card catalog is an index of all the books in the library and is arranged by title, author, and subject. Thus, two important points become apparent: (1) the card catalog will not direct you to printed materials other than book titles (e.g., articles in periodicals will be omitted) and (2) the nature of this assignment would require you to search for material by subject rather than title or author.

Follow through on the list you

3.3.1.1.B

Trainee's Response to Activity 3.3.1.1.A

SECTraC Bibliography on the Evaluation of Instructional Materials and Media

3.3.1.1.B (continued)

developed for activity 3.3.1.1.A. That is, utilize each of the sources you identified to retrieve materials relevant to the evaluation of instructional materials. Prepare a bibliography in which you specify at least 2 publications from each source you identified. At least one publication from each source should not be already listed in the SECTraC Bibliography on the Evaluation of Instructional Materials and Media which accompanies this module.

Competency Component: 3.3.1 To assist trainees in gaining familiarity with sources of information pertaining to the evaluation of instructional materials and media.

Behavioral Objective: 3.3.1.1 The trainee will be able to use Library Housed Reference Material to locate information on the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.1.1.A	In this activity the trainee is asked to browse the library searching for sources which may yield information on the evaluation of instructional materials. The trainee's response should be comprehensive and include at least the following sources: 1) Serials Catalogue 2) International Index to Periodicals 3) Vertical File 4) Card Catalogue 5) Books 6) Government Documents 7) Research in Education 8) Dissertation Abstracts International 9) ERIC 10) Periodicals 11) Education Index 12) State Education Journal Index 13) Free Materials Information Sources 14) Testing Guides 15) British Education Index 16) Film Catalogues 17) Catalogues for Non-Text Reading Materials

Competency Component: 3.3.1 To assist trainees in gaining familiarity with sources of information pertaining to the evaluation of instructional materials and media.

Behavioral Objective: 3.3.1.1 The trainee will be able to use library housed reference material to locate information on the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.1.1.B	Having just identified general sources of information relevant to the evaluation of instructional materials, the trainee is now to specify two specific publications from each source he identified in Activity 3.3.1.1.A. The following are examples of correct responses for the sources identified in Evaluation Criteria 3.3.1.1.A: 1) Education Index a) Reichard, C. L. Evaluation for instructional materials. Academic Therapy, 1970, 6, 171-175. b) Abt, C. C. How to compare curriculum materials; evaluation model. National Schools, 1970, 86, 21-28. 2) Dissertation Abstracts International a) Bacig, T. A pre-experimental study of Minnesota project English materials: A case study in curriculum evaluation. 1972, 32, 6087-A. b) Clegg, B. The effectiveness of reading games used by economically disadvantaged parents to increase the reading achievement of their children. 1972, 32, 6092-A. 3) British Education Index a) Barrett, K. G. Audio-visual aids and their future use in primary schools. Visual Education, 1967, 68-70. b) Embling, J. H. Audio-visual aids in primary schools. Visual Education, 1967, 13-16. 4) Books a) Allison, M. New Educational Materials; Pre-Kindergarten Through Grade Twelve. New York, 1967.

Competency Component: 3.3.1 To assist trainees in gaining familiarity with sources of information pertaining to the evaluation of instructional materials and media.

Behavioral Objective: 3.3.1.1 The trainee will be able to use library housed reference material to locate information on the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.1.1.B (continued)	b) Aubrey, R. Selected Materials for the Classroom Teacher. Palo Alto, Calif., 1965. 5) Research in Education a) Mee, E. C. Audio-visual media and the disadvantaged child. London: National Council for Educational Technology, 1970. b) Moller, H. Media for discovery. Ontario: Visual Education Center, 1970. 6) Free Materials Information a) Educators guide to free science materials. b) Elementary teachers guide to free curriculum materials 7) Card Catalogue a) Wittrock, M. C. & Wiley, D. The evaluation of instruction. b) Jacobs, P. Evaluating self-instructional programs. 8) ERIC a) Educational materials field testing: A source of evaluation in developing instructional materials. Education and Training of the Mentally Retarded, 1970, 5, 31-36. EJ C18 702 b) Educational principles for evaluating new instructional materials. Conference Proceedings, International Reading Association, 1968. EJ 019 080

Competency Component: 3.3.1: To assist trainees in gaining familiarity with sources of information pertaining to the evaluation of instructional materials and media.

Behavioral Objective: 3.3.1.2: The trainee will be able to utilize services rendered by ERIC to locate literature on the evaluation of instructional materials and media.

Enabling Activities	*Resources*	*Comments*
3.3.1.2.A The information retrieval system developed and maintained by the Educational Resources Information Center is a highly valuable source of information for all workers in Education. Perhaps its greatest strength lies in its making available to you the quantity of unpublished literature generated by the many federally funded projects which are not available through the usual publication sources. If you are not adept at using the ERIC system, immediately complete Behavioral Objective 7.1.1.2 to achieve this skill.	3.3.1.2.A Behavioral Objective 7.1.1.2	
3.3.1.2.B At this point, either through previous experience or through completion of Enabling Activity 3.3.1.2.A, you are sophisticated in the use of the ERIC information retrieval system. Consult the most recent edition of the Thesaurus of ERIC Descriptors and prepare a list of those descriptors you believe would benefit you in the retrieval of information relevant to	3.3.1.2.B Thesaurus of ERIC Descriptors	

3.3.1.2.B (continued)

the evaluation of instructional materials and media. Bear in mind that for an exploratory information search it is preferable to over-identify descriptors. That is, you should identify as many index terms as you can initially and through experience with the system narrow your search to your specific needs.

3.3.1.2.C

In Resource File 3.3.1.2.C you will find blank ERIC Information Retrieval Request Forms. Complete the information requested as though you were actually requesting information on the Evaluation of Instructional Materials and Media. While the primary intent of this activity is to assist you in learning to use ERIC as a source of information, you might want to submit the completed form after it has been checked by the module instructor. Though you will be working on another Module Element by the time your request is responded to, be sure to bring the materials you receive to the attention of your module instructor and, of course, do read at least a selection of the documents to which you are directed. Information derived from your completion of any behavioral objective in this program will surely benefit your performance in other activities.

3.3.1.2.C

Resource File 3.3.1.2.C

3.3.1.2.D

The experience of utilizing ERIC as a source of information is not complete until you have actually used the Micro-fiche reader. Resource File 3.3.1.2.D contains a Micro-folio with Micro-fiche ED # 044 447. This is a five-page Bibliography on the Evaluation of Instructional Materials which was compiled by the Mid-Atlantic Region Special Education Instructional Materials Center.

Review this Bibliography using the Micro-fiche Reader. Contrast the items listed in this Bibliography with the Bibliography on the Evaluation of Instructional Materials and Media prepared by SECTraC. You will note that several items on the Micro-fiche Bibliography are not included in the SECTraC Bibliography. Analyze these "omissions" and write a statement speculating on why you believe these items were not included by SECTraC. Include a comment on what this suggests to you in terms of developing a Bibliography for use by others.

3.3.1.2.D

Resource File 3.3.1.2.D

Micro-fiche Reader

SECTraC Bibliography on the Evaluation of Instructional Materials and Media

Competency Component: 3.3.1 To assist trainees in gaining familiarity with sources of information pertaining to the evaluation of instructional materials and media.

Behavioral Objective: 3.3.1.2 The trainee will be able to utilize services rendered by ERIC to locate literature on the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.1.2.B	In this activity the trainee is to consult the Thesaurus of ERIC Descriptors and prepare a list of descriptors relative to the evaluation of instructional materials and media. The sample below exemplifies the type of descriptors which should be included as each is a potential source of pertinent ERIC documents.

Multimedia Instruction
Self-Instructional Aids
Audiovisual Communications
Media Technology
Instructional Materials Center
Media Specialists
Instructional Technology
Media Selection
Audiovisual Instruction
Textbook Evaluation
Visual Aids
Media
Media Research
Educational Games
Evaluation Methods
Evaluation Techniques
Inspection
Content Analysis
Comparative Analysis
Evaluation Procedures
Three Dimensional Aids
Visual Materials
Evaluation Needs
Evaluation Criteria
Evaluation Designs
Analysis
Teacher Developed Materials
Classroom Materials
Research and Development Centers
Instructional Improvement
Instructional Materials
Teaching Aids
Reading Material Selection
Student Developed Materials
Materials
Mechanical Teaching Aids
Special Materials
Adapted Materials
Remedial Instruction
Instructional Design

Competency Component: 3.3.1 To assist trainees in gaining familiarity with sources of information pertaining to the evaluation of instructional materials and media.

Behavioral Objective: 3.3.1.2 The trainee will be able to utilize services rendered by ERIC to locate literature on the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.1.2.C	In this activity the trainee is to complete an ERIC Information Retrieval Request Form. The completed form should contain the following information. 1) User's name 2) Telephone number 3) Title (e.g., student) 4) Organization or school district name 5) Department name 6) Address of user 7) Detailed statement of information required 8) Purpose for which this information will be used 9) Any information limitations to be placed on the search

Competency Component: 3.3.1 To assist trainees in gaining familiarity with sources of information pertaining to the evaluation of instructional materials and media.

Behavioral Objective: 3.3.1.2 The trainee will be able to utilize services rendered by ERIC to locate literature on the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.1.2.D	In this activity the trainee is to review the Bibliography on the Evaluation of Instructional Materials and the SECTraC Bibliography on the Evaluation of Instructional Materials and Media and speculate on the reasons for the omission of some sources in the SECTraC Bibliography. In addition, the trainee is to comment on what these omissions suggest in terms of developing a Bibliography for use by others. The trainee's response should include at least the following points: 1) The majority of items omitted from the SECTraC Bibliography are unpublished papers and as such are not generally available. 2) A bibliography should be as thorough as possible, but items should generally be available to the projected user.

Competency Component: 3.3.1: To assist trainees in gaining familiarity with sources of information pertaining to the evaluation of instructional materials and media.

Behavioral Objective: 3.3.1.3: The trainee will be able to utilize the services offered by the I.M.C.-R.M.C. Network to obtain information on the evaluation of instructional materials and media.

Enabling Activities	*Resources*	*Comments*
3.3.1.3.A Since the inception of the S.E.I.M.C. concept in 1962, a major goal of the Network has been the evaluation of instructional materials. Any of the references in your SECTraC Bibliography on the Evaluation of Instructional Materials and Media which are descriptive of the Network will assist you in recognizing the significance of evaluation efforts to the I.M.C.-R.M.C. Network. Read at least two of the references cited with the objective of gaining familiarity with the goals of the I.M.C.-R.M.C. Network. Attend particularly to the objectives specified as having relevance to the evaluation process. Prepare a schematic (preferably a flow-chart) which graphically presents the objectives of the I.M.C.-R.M.C. Network. Your schematic should clarify the temporal order anticipated for various activities and the relative importance to the Network of the goals you identify.	3.3.1.3.A Olshin, G. M. New aid for teachers: the Instructional Materials Center. Education and Training of the Mentally Retarded, 1967, 2, 113-116. Olshin, G. M. Regional Special Education Instructional Materials Centers: a project of the U. S. Office of Education. Exceptional Children, 1967, 34, 37-41. Olshin, G. M. Evaluation--a challenge and an opportunity. In Proceedings of Conference for the Evaluation of Instructional Materials. George Washington University, Washington, D. C., April 5-8, 1968. Olshin, G. M. Special Education Instructional Materials Center Program. Exceptional Children, 1968, 34, 515-519.	
3.3.1.3.B Resource File 3.3.1.3.B consists	3.3.1.3.B Resource File 3.3.1.3.B	

3.3.1.3.B (continued)

of a list of the names and addresses of the original 14 Regional Special Education Instructional Materials Centers. These 14 Centers have progressed independently in their materials evaluation efforts and some are more advanced than others. Prepare a letter that would be suitable for mailing to any/all of these centers requesting information on their materials evaluation efforts and products. Shortly after submitting your letter to the Module Instructor he will advise you which Center(s) to mail your letter to. This procedure is intended to avoid inundating Center(s) with repetitious letters from the many trainees performing this Module Element. When you receive a response to your letter prepare a report detailing the evaluation efforts of the particular Center(s) with which you corresponded. Include any materials you received in response to your request.

3.3.1.3.C

You should be aware from your readings in Activity 3.3.1.3.A that another major goal of the I.M.C.-R.M.C. Network was the establishment of subnetworks of local instructional materials centers. Most classroom teachers and you as a curriculum consultant will generally be receiving services from such a local I.M.C. It will probably be your experience that while

3.3.1.3.C

Local Instructional Materials Center

3.3.1.3.C (continued)

the Regional Centers have undertaken some fairly major evaluation efforts, the local I.M.C.s have had neither the resources nor the pressure put upon them to pursue evaluation studies. Nevertheless, the typical local I.M.C. is a storehouse of various information pertaining to the evaluation of instructional materials.

Visit your local I.M.C. and spend some time browsing the facility. Note those resources you find there which would contribute information to you on materials evaluation.

On this or a subsequent visit to the I.M.C., arrange an appointment with the Director or the Librarian. Explain that you are interested in obtaining information on the evaluation of instructional materials and media, and ask what resources they have available that may be of assistance. Be sure to indicate to him those resources you have identified in your browsing the facility as this will save him time and perhaps cue recall of some resources you might both have overlooked.

Prepare a report for your module instructor which identifies the sources of information available at your local I.M.C. on the evaluation of instructional materials and media. Include both the resources you identified and those recommended by the I.M.C. Director/Librarian.

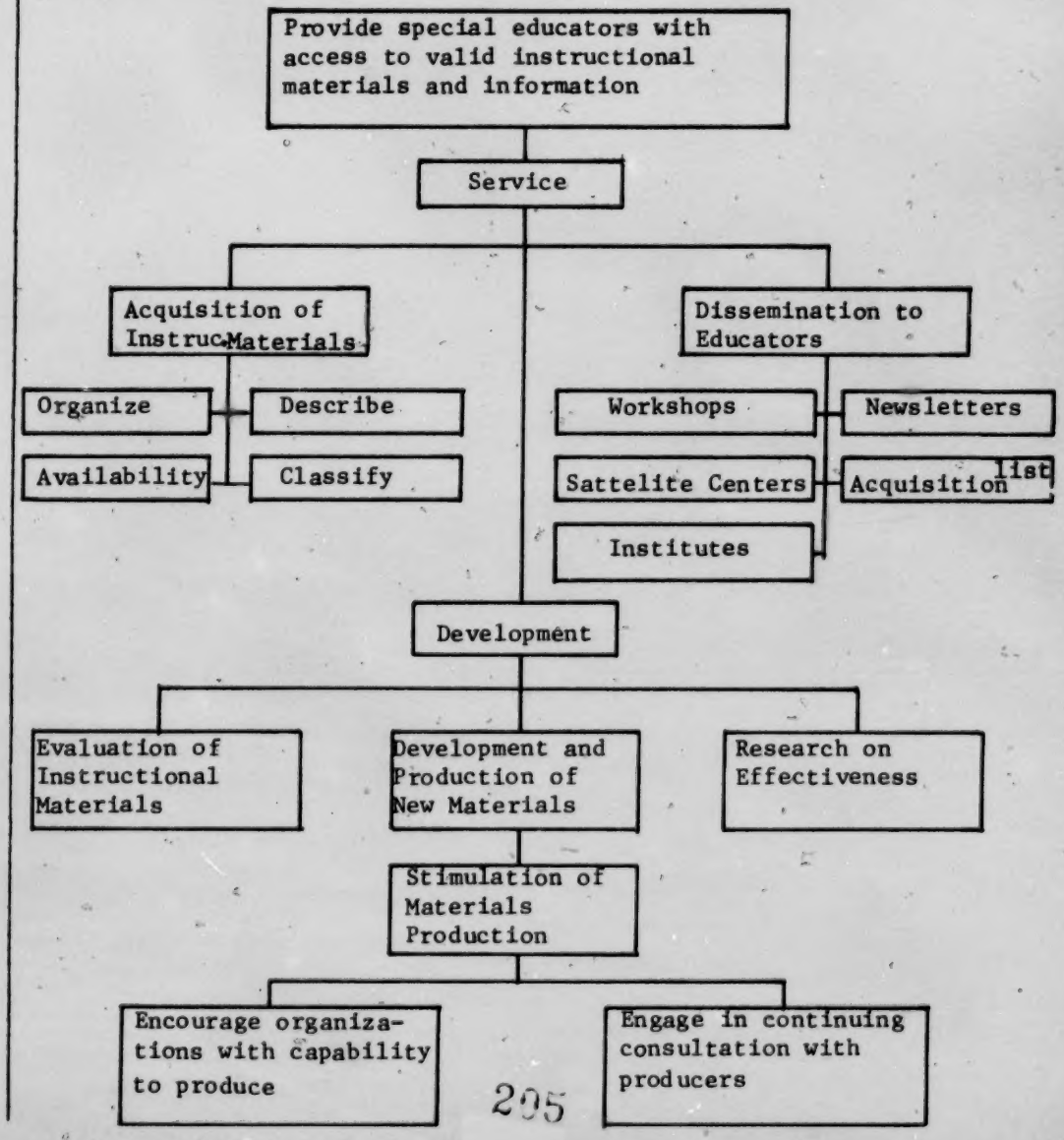
3.3.1.3.D

In your conversation with the local I.M.C. Director/Librarian you may very likely discover that the greatest demand on their time and resources is their function as a facility for acquisition, storage, and dissemination of instructional materials. This is a realistic situation given the demands made upon the local I.M.C. by the teachers in the field they serve. Realizing that it would be unrealistic for most local I.M.C.s to undertake a major research effort on materials evaluation, prepare a proposal recommending steps your local I.M.C. could take towards contributing to materials evaluation. Prepare this proposal as though you are going to submit it to the I.M.C. Director, but only submit it to your module instructor. Make specific recommendations of various procedures/products that could be developed that are within the realm of possibility given the restricted resources available to the local I.M.C. Remember their overall goal is to serve practicing classroom teachers in the field.

Competency Component: 3.3.1 To assist trainees in gaining familiarity with sources of information pertaining to the evaluation of instructional materials and media.

Behavioral Objective: 3.3.1.3 The trainee will be able to utilize the services offered by the IMC/RMC Network to obtain information on the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.1.3.A	In this activity the trainee must prepare a flow-chart which presents the objectives of the IMC/RMC Network. The manner of presentation may differ among trainees, however, the objective content should be similar to the example below.



Competency Component: 3.3.1 To assist trainees in gaining familiarity with sources of information pertaining to the evaluation of instructional materials and media.

Behavioral Objective: 3.3.1.3 The trainee will be able to utilize the services offered by the IMC/RMC Network to obtain information on the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.1.3.B	In this activity the trainee is to prepare a letter suitable for mailing to a RegionalSEIMC requesting information on their materials evaluation efforts and products. A sample letter is as follows:

Dear Sirs:

I am a graduate student in Special Education at the University of Missouri-Columbia, interested in the evaluation of instructional materials. I have explored many sources for finding information on this topic and have discovered the IMC's as a valuable source for this purpose.

Are there any special efforts you or your staff have been making towards the evaluation of materials and media? Do you have any type of product that has been developed at your center in this area? If there is a publication of this type, would it be possible for you to send me this information?

Thank you for your assistance.

Sincerely,

_____

Competency Component: 3.3.1 To assist trainees in gaining familiarity with sources of information pertaining to the evaluation of instructional materials and media.

Behavioral Objective: 3.3.1.3 The trainee will be able to utilize the services offered by the IMC/RMC Network to obtain information on the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.1.3.C	In this activity the trainee is to list the sources of information available at a local I.M.C. relative to the evaluation of instructional materials and media. The trainee's response might include the following sources: Prescriptive Materials Retrieval System Mental Measurements Yearbook Publishers' Files Material Catalog for Regional Centers Abstracts of Materials Instructional Materials Bibliographies Textbook Evaluation--ERIC Index of Special Education Media Creative Arts and Crafts for Children Instructional Materials Manuals Periodical Files Teachers'Evaluations of Materials

Competency Component: 3.3.1 To assist trainees in gaining familiarity with sources of information pertaining to the evaluation of instructional materials and media.

Behavioral Objective: 3.3.1.3 The trainee will be able to utilize the services offered by the IMC/RMC Network to obtain information on the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.1.3.D	In this activity the trainee is to prepare a proposal recommending steps the local I.M.C. could take towards contributing to materials evaluation. An example of an appropriate response is as follows: The focus of this proposal is that the I.M.C. use the classroom teacher as the source of materials evaluation. Since the classroom teacher is constantly "field testing" a wide range of materials, his comments may be of significant value to other teachers. The steps for implementation are as follows: 1. Development of evaluation form A) teacher information 1) training 2) experience 3) school district B) classroom information 1) grade level or ability level 2) area of exceptionality (if any) 3) size 4) structure c) material information 1) name of material and publisher 2) purported use of material 3) actual use by teacher 4) teacher comments on material 5) suggestions II. Implementation of form A) provide a form for each instructional material as it is checked out B) explain purpose of form to teachers

Competency Component: 3.3.1 To assist trainees in gaining familiarity with sources of information pertaining to the evaluation of instructional materials and media.

Behavioral Objective: 3.3.1.3 The trainee will be able to utilize the services offered by the IMC/RMC Network to obtain information on the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.1.3.D (continued)	III. Tabulation of information A) summarize, edit, and transfer information from forms to file cards B) cross reference cards 1) type of material 2) area of exceptionality 3) grade or ability level IV. Dissemination A) cross references file to be available in I.M.C. for teacher use B) information may be sent to Regional I.M.C. as a cooperative project

INSTRUCTIONAL UNIT SPECIFICATIONS

Competency Component:

3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objectives:

3.3.2.1: The trainee will be able to identify the major instructional material evaluation models and the authors associated with them.

3.3.2.2: The trainee will be able to discuss the relative merits, strengths, and weaknesses of various instructional materials evaluation models.

3.3.2.3: The trainee will be able to identify the existing and on-going research relative to the evaluation of instructional materials and media.

3.3.2.4: The trainee will be able to demonstrate his familiarity with the existing non-research based literature (e.g., arm-chaired discussions) on the evaluation of instructional materials and media.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.1: The trainee will be able to identify the major instructional material evaluation models and the authors associated with them.

Enabling Activities	*Resources*	*Comments*
This behavioral objective should be approached with the awareness that there is no single generally accepted approach to the evaluation of instructional materials. Furthermore, unlike evaluation efforts in other areas, where initially a variety of models are explored and finally one or more emerge as best, the nature of the problem here renders such an outcome highly unlikely. Most simply, this is the case because a model that successfully incorporates the full range of variables contributing to successful use of any instructional material, if such a model is even possible, would be far too costly in time and expense to justify even a definitive "judgment" regarding a single instructional material. Actually the problem may lie in our eagerness to conscientiously pursue a rigorous model building approach to a problem where this seemingly sophisticated endeavor is just not applicable. We are all well aware of the many anecdotal reports of highly unorthodox teacher-made (or found) materials		

which successfully achieved the desired instructional objective for a given student. Clearly this material merits a high evaluative estimate given this teacher, his instructional objective, and the learning characteristics of his student--not to mention the other many more nebulous contributory factors including the child's past learning experience, his home environment, his unique reinforcement hierarchy, etc.

This is not to suggest that efforts at deriving a procedure for enabling some general estimate of the quality of various materials should not be supported. But only that ultimately a decision to use or not to use a material must be an individual decision based upon the invariably unique features of a particular learning situation.

Consequently, the purpose of this behavioral objective acquainting you with several of the evaluation models being pursued is to help direct your attention to the many considerations which have and should be attended to in decision-making regarding instructional materials and media. In your role as a curriculum consultant you will typically need to advise materials evaluation in terms of a particular instructional problem. It is most unlikely that you will be called upon to generate a formal model for materials evaluation.

3.3.2.1.A

In his explication of the EPIE approach to evaluating instructional materials, Denny (1968) highlights two lines of attack: (1) congruence between what was expected of the product and what actually occurred, and (2) relationships between outcomes and conditions-of-use which reveal the limits of a product's effectiveness. In an effort to clarify the EPIE model, a series of 3 schematics are utilized which while seeming to enhance the generalizability of the model, may actually serve to obfuscate its use for the specific task of enabling a judgment as to the quality of a particular instructional material.

(1) After reading the references by Denny and Stake, use their Schematics as a point of departure to prepare a narrative report on how the EPIE model proposes to evaluate instructional materials.

(2) Select a specific instructional material chosen in collaboration with your module instructor and generate the hypothetical data which you might expect to obtain upon implementation of the EPIE model.

(3) On the basis of this data bank, prepare a written evaluation of the instructional material you have selected.

3.3.2.1.A

Denny, T. Educational product evaluation. Proceedings of the First Annual Aristotle Symposium, Washington, D. C. December 7, 1967.

Denny, T. The EPIE Approach to Evaluating Instructional Materials. In Proceedings of Conference for the Evaluation of Instructional Materials. George Washington University, SEIMC. Washington, D. C.: April 5-6, 1968. Available on Microfiche: ED 027 657.

Stake, R. E. A research rationale for EPIE. EPIE Forum, 1967, 1, 7-15.

3.3.2.1.B

Hudson outlines the Education Modulation Center's approach to materials' evaluation. For each of the three approaches he discusses, list those variables which are considered important.

3.3.2.1.C

Prepare a brief narrative outlining the approach taken by Haring and Berman and indicate how this approach improves upon the alternative models presented in their introductory discussion. Are there any advantages to the alternative models "lost" in this more eclectic effort?

3.3.2.1.D

The McIntyre and Nelson Empirical Model is based on several suppositions including the assumption that variability in teacher, child, and environmental characteristics will be randomly distributed. Consequently, they posit that statistical differences obtained in evaluation efforts may validly be attributed to the materials being evaluated.

(1) Summarize the McIntyre and Nelson Empirical Evaluation Model.

(2) Comment on the assumption underlying their model; what are the implications for the class-

3.3.2.1.B

Hudson, F. G. The evaluation of instructional materials. In Proceedings of Conference for the Evaluation of Instructional Materials. George Washington University, Washington, D. C.: April 5-8, 1968. Also available on microfiche ED 027 657.

3.3.2.1.C

Haring, N. G. and Berman, M. L. Evaluation and specification of instructional materials and management procedures through use of a Pupil Performance Profile and a Predictive Model. Final Project Report, Child Development and Mental Retardation Center, University of Washington, Seattle, 1972.

3.3.2.1.D

McIntyre, R. B. and Nelson, C. C. Empirical evaluation of instructional materials. Educational Technology, 1969, 9 (2), 24-27.

3.3.2.1.D (continued)

room teacher in need of evaluative information?

3.3.2.1.E

Ensminger indicates the importance of matching a selected instructional material to the learning characteristics of the child, but emphasizes attention on the child in his learning stages / input-output model. That is, his model might be considered child-centered.

(1) List those child-centered variables which Ensminger considers in his Model.

(2) To what other variables does he draw attention?

(3) What variables does he ignore in his Model which you believe a comprehensive evaluation model would need to incorporate?

3.3.2.1.E

Ensminger, E. E. A proposed model for selecting, modifying, or developing instructional materials for handicapped children. In E. L. Meyen, et al. (Eds.), Strategies for Teaching Exceptional Children. Denver: Love, 1972.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.1: The trainee will be able to identify the major instructional material evaluation models and the authors associated with them.

Activity No.	*Evaluation Criteria*
3.3.2.1.A	In this activity the trainee is to (1) prepare a narrative report on how the EPIE model proposes to evaluate instructional materials, (2) generate data which might be obtained upon implementation of the EPIE model for a specific instructional material, and (3) on the basis of this data, evaluate the instructional material. An appropriate response is as follows: 1) The EPIE System is a "thing" centered approach for providing the educational practitioner with multi-dimensional information upon which he can base his evaluation of instructional materials. It encompasses many previously used techniques for evaluating materials including guidance and counseling, experimental and research, school accreditation, and behavioral approaches. Thus, the EPIE System tries to include evaluation of material by as many sources as possible outcomes of its use. The EPIE System is also concerned with comparisons of results between competing products on the basis of the users' intended outcome and the producers' avowed goals for the product. EPIE does not intend to give final decisions on products but rather a substantial amount of information to guide practitioners in their choice and use of instructional materials. Implementation of EPIE involves first gaining information on product utility, physical description and standards for such products. Then the intents, observations and judgments of the producers, analysts and users of the product. The above information is all condition specific, that is all judgments are not generalizable beyond the specific situation in which the product has been evaluated. Thus, the need for a wide range of evaluations for any product. This information is then compiled and made available for those who wish to use it. EPIE strives to make this step a short one so that information can be available before it becomes outdated.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.1: The trainee will be able to identify the major instructional material evaluation models and the authors associated with them.

Activity No.	*Evaluation Criteria*
3.3.2.1.A (continued)	2) The McCormick and Mathers Mathematical Laboratory is a math series which is used to individualize mathematics instruction. It is contained in two heavy cardboard boxes. The activities are color coded and numbered in sequence with colored and numbered answer keys. All cards are in triplicate to enable more than one child to do the same activities at the same time. Each color contains problem cards in addition, substraction, multiplication, division, fractions, problem solving, etc. The cards are not to be written on and may be used repeatedly. The children's work and answers are done in consumable workbooks which accompany the kit. A teacher's guide, diagnostic tests, unit tests and a multi-text reference guide are also included in the kit. It is designed for grades 3-6. The producer reports that the laboratory can be used to furnish drill materials that coordinate with any basic textbook program. The mathematics laboratory may also be used to diagnose, meet remedial needs, and be a supplemental testing program. The mathematics laboratory was designed to be used in an individualized teaching situation and was found to be successful in a demonstration procedure. The producers indicate it will also be successful in a contained classroom situation. Since it only requires a few minutes of teacher time with each student per day for testing and assigning, the producers indicate that teachers will find it useful and easy. The producers also contend that the program encourages independent study habits, increases speed and accuracy, eliminates homework problems, and gives the students a sense of accomplishment while working with more interest and enthusiasm. Analysts reviewing the program under a controlled laboratory situation using groups of 5 and 6 children with average or above average I.Q.'s found it to be successful. They especially recommend it for individualized instruction curriculums. They also said it would be a useful addition to the regular classroom.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.1: The trainee will be able to identify the major instructional materials evaluation models and the authors associated with them.

Activity No.	*Evaluation Criteria*
3.3.2.1.A (continued)	Analyst reports indicated the work in mathematics was excellent for the intermediate age student drill. The progression of skills was found to be orderly and advantageous for teaching math effectively. Analysts did suggest that the inclusion of manipulatory objects to the kit would add to its remediation value. They also indicated that more repetition of simple mathematics skills would enhance the program. Over a five-week research period all children tested improved at math skills, although to different extents. The math laboratory was strongly recommended for the enrichment of children who were working above their grade level. Some samplings of reports from users are as follows: - The majority of teachers heard from indicated the kit was a valuable addition to the classroom, especially for drill. - Teachers with small classes appreciated the constant testing procedure which made them aware of their students achievements and problems on a day to day basis. - Teachers with a large number of children in their classes indicated that the program required too much time. They found it nearly impossible to spend the time required with each child each day. - Many teachers said that children began working more independently with the use of the program. - The program recieved the highest acclaim from those teachers working in departmentalized and individualized instructional situations. - Previously good math students liked the program best. They were allowed to advance without being held back by slower students. - Very low math students also liked the program because they could work at their own level without ridicule. - Although teachers were pleased with the reusability of the kit they reported that the cards were not sturdy enough for continued daily use and were often torn after a short time.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.1: The trainee will be able to identify the major instructional materials evaluation models and the authors associated with them.

Activity No.	*Evaluation Criteria*
3.3.2.1.A (continued)	3) The McCormick and Mathers Mathematics Laboratory was designed to work in an individualized instruction situation and works best under these conditions. However, it is also a valuable tool to the self-contained classroom teacher. Teachers with smaller classes are able to use the kit more effectively than those with larger classes. Yet teachers with larger classes can modify the kit thereby obtaining some use of it. The math skills are arranged sequentially and can be used effectively to increase the students abilities. The testing system built into the program is valuable for determining achievement as well as diagnosis of problems. The material seems to be valuable for enrichment, remediation and drill. The main deficit in the program is the insufficient amount of low-level mathematic skill drills and the lack of accompanying manipulative materials. The cards included in the kit were also found to be too flimsy and easily torn. On the whole this would be a valuable addition to most classrooms.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.1: The trainee will be able to identify the major instructional material evaluation models and the authors associated with them.

Activity No.	*Evaluation Criteria*
3.3.2.1.B	In this activity the trainee is required to list the variables which are important for the three approaches Hudson outlines. An appropriate response is as follows: A. Opinions 1. Statement by author or publisher as to what material is designed for 2. Amount of coverage on various skills taught 3. How does author present lessons or material? 4. How much teacher time is involved? 5. Size of group for optimal use 6. Type of manipulation of materials 7. Accompanying apparatus 8. Illustrations 9. Paper and printing 10. Manual 11. Correlated materials B. Quantification 1. Reliability 2. Sentence lengths 3. Vocabulary control 4. Interest load 5. Grade level 6. Print size 7. Paper quality 8. Durability C. Research 1. Physical aspects 2. Content 3. Usability

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.1: The trainee will be able to identify the major instructional materials evaluation models and the authors associated with them.

Activity No.	*Evaluation Criteria*
3.3.2.1.C	In this activity the trainee is required to briefly outline the approach taken by Haring and Berman. An appropriate response is as follows: Haring and Berman attempted to develop an index to predict pupil performance on various instructional materials. They compared various students performance on the same materials and attempted to find student variables which would influence performance. By employing this procedure they hoped to eliminate the typical trial and error prescription of materials to aid students. Student success could be predicted by using such variables as type of student, achievement scores, management procedures, etc. In the future they hope to perfect their Pupil Performance Profile to enable prediction of student performance in a given set of materials under specified conditions before actual use of the material. This approach does not take into account the relationship of intent and outcome found in other models. Neither does it allow for as much flexibility in programming materials for a particular students needs.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.1: The trainee will be able to identify the major instructional materials evaluation models and the authors associated with them.

Activity No.	*Evaluation Criteria*
3.3.2.1.D	In this activity the trainee is required to (1) summarize the McIntyre and Nelson Empirical Evaluation Model and (2) comment on the implications of this model for the classroom teacher in need of evaluative information. An appropriate response is as follows: 1) McIntyre and Nelson indicate a need in the IMC for an evaluation procedure which can be used immediately to meet practical evaluation needs as well as an evaluation procedure for future needs. They propose a two-part solution. An interim evaluation procedure which will meet present needs until a more advanced system can be instituted. Interim judgments on materials may be made by panels of professionals on a basic level. They feel that this type of evaluation is not highly reliable or as adequate as complex field based types but it will have to suffice until further models can be developed. For the empirical evaluation model they suggest field based evaluation with the material itself as the only variable. They argue that all other variables associated with instruction are randomly distributed and any differences may be attributed to the material itself. 2) If the classroom teacher believes the authors' contentions then they should consider only the qualities of the materials and not their specific situations or specific children. They should also disregard the many other types of evaluations in which they formerly took stock.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.1: The trainee will be able to identify the major instructional materials evaluation models and the authors associated with them.

Activity No.	*Evaluation Criteria*
3.3.2.1.E	In this activity the trainee is required to (1) list the child-centered variables which Ensminger considers, (2) list other variables he considers, and (3) list other variables which he ignores in his model which the trainee deems important. An appropriate response is as follows:

A. Child Centered Variables
   1. Stages of learning
      a. Motor learning
      b. Perceptual learning
      c. Language learning
      d. Symbolic learning
   2. Degree of development within each stage
   3. Degree of interrelationship between the stages
   4. The particular input-output system at each stage

B. Other Variables
   1. Teacher ability to adjust curriculum to level of input-output
   2. Teacher ability to modify materials
   3. Reinforcement procedures used
   4. The producers' abilities to provide materials with alternatives for adapting them to children's needs.

C. Additional Variables for Inclusion
   1. Testing or observation procedure used to determine child's developmental level
   2. Child's background (e.g., socioeconomic)
   3. Intent and outcomes of materials
   4. Type of school structure or class management

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.2: The trainee will be able to discuss the relative merits, strengths, and weaknesses of various instructional materials evaluation models.

Enabling Activities	*Resources*	*Comments*
Having gained familiarity with five proposed evaluation models for instructional materials and media, you should now be able to make some comparative judgments as to their value to you as a curriculum consultant. However, you should be interested primarily in the potential utility of each, rather than necessarily determining which model is best. Thus in performing these enabling activities designed to direct your attention to the strengths and weaknesses of each evaluation model, you should think in terms of their relative merits for you in a field setting.		
3.3.2.2.A Analysis of the EPIE evaluation model suggests limited utility for you in your role as a curriculum consultant. That is, the requisite data input suggests a large scale operation requiring vast consumption of both manpower and time. Nevertheless, the model should be at least suggestive of some of the variables you would need to be aware of in any instructional	3.3.2.2.A Any references and previous activity products related to the EPIE approach to instructional materials evaluation. See enabling activity 3.3.2.1.A.	

3.3.2.2.A (continued)

materials evaluation effort.

Prepare a written report describing how you might realistically employ the EPIE evaluation model in your role as a special education curriculum consultant.

3.3.2.2.B

The introductory information in this Project Report indicates that the investigators believed that no existing individual approach to materials evaluation was adequate in and of itself. Consequently, their approach to materials evaluations is viewed as eclectic.

(1) Outline the perceived strengths and weaknesses of the several approaches to materials evaluation discussed in this Project Report.

(2) Evaluate the Haring and Berman Model in terms of its usefulness to the classroom teacher and to you as a curriculum consultant.

3.3.2.2.C

Hudson outlines three approaches used at the Education Modulation Center for the evaluation of instructional materials.

3.3.2.2.B

Haring, N. G. and Berman, M. L. Evaluation and specification of instructional materials and management procedures through use of a pupil performance profile and a predictive model. Final Project Report, Child Development and Mental Retardation Center, University of Washington, Seattle, 1972.

Trainee products from Enabling Activity 3.3.2.1.C.

3.3.2.2.C

Hudson, F. G. The evaluation of instructional materials. In Proceedings of Conference for the Evaluation of Instructional Materials. George Washington University, Washington, D. C.: April 5-8, 1968.

3.3.2.2.C (continued)

Prepare a brief report describing what you believe to be the strengths and weaknesses of each of these three approaches from your perspective as a Special Education Curriculum Consultant.

3.3.2.2.D

Utilizing the references and the products of your performance of Enabling Activities 3.3.2.1.D and 3.3.2.1.E, prepare and record on a cassette tape a simulated dialog between you and a hypothetical teacher whom you are advising.

Elicit the assistance of a friend to record the teacher's role on the tape. The only restriction on the teacher-consultant dialog you design is the opening statement by the teacher, as follows:

> I am in my first year of teaching an intermediate level EMR classroom. Robert is a 13 year old black child from an impoverished background who is a total non-reader. I have tried the Sullivan Programmed Prereaders and the elementary nature of the materials turn him off. What should I do?

The dialog you develop should evidence your utilization of the

3.3.2.2.C (continued)

Trainee products from Enabling Activity 3.3.2.1.B.

3.3.2.2.D

References and trainee products from Enabling Activities 3.3.2.1.D and 3.3.2.1.E.

Cassette Recorder

3.3.2.2.D (continued)

practical considerations which are stimulated by McIntyre's and Ensminger's Models.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.2: The trainee will be able to discuss the relative merits, strengths, and weaknesses of various instructional materials evaluation models.

Activity No.	*Evaluation Criteria*
3.3.2.2.A	In this activity the trainee is to describe how the EPIE evaluation model might realistically be employed by a special education curriculum consultant. An appropriate response is as follows: Due to limited funds and personnel a special education curriculum consultant could only partially implement the EPIE evaluation model. Recall that the EPIE model involved eliciting information from producers, analysts and users. The special education curriculum consultant at best could only elicit information from the producers and users. With this limitation in mind, the consultant could write the producers and garner information regarding the rationale and standards for the product as well as their intents, observations and judgments about the product. Producers may also have information about conditions of use appropriate for the product and perhaps even some analyst reports. The consultant must be wary of this last item however because producer supplied analyst reports may not be representative. The consultant may then seek further information about products from users in the school district. This information along with the producer information should then be made available for anyone interested in a particular material.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.2: The trainee will be able to discuss the relative merits, strengths, and weaknesses of various instructional materials evaluation models.

Activity No.	*Evaluation Criteria*
3.3.2.2.B	In this activity the trainee is to (1) outline the perceived strengths and weaknesses of the several alternative evaluation approaches described by Haring and Berman and (2) evaluate the Haring and Berman model in terms of its usefulness to the classroom teacher and the curriculum consultant. An appropriate response is as follows: 1) Haring and Berman describe four existing individual approaches for the evaluation of instructional materials. Each of these approaches have some advantageous elements for prescribing materials. IPI sees curriculum as a continuum of behavioral objectives which provide for instructional materials relevant to the students' needs. Materials are chosen that are compatible with the students' abilities. Constant evaluation of materials keep the students working at the proper level. CAM is concerned with the differences between expectations and results. The teacher judges the effectiveness of the material by identifying discrepancies and then selects a new material. Key Dex provides for specifying materials for specific learning problems. When a problem is identified, certain instructional materials can be selected to remediate the problem. Lumsdaine's approach involves adapting the materials to the student's skills. The disadvantages to these approaches are that they involve too much teacher trial and error and are concerned with characteristics of the material rather than on pupil performance with the material. 2) The Haring and Berman evaluation model would make information available on achievement on a certain material while taking student and learning variables into account. Norms would be

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.2: The trainee will be able to discuss the relative merits, strengths, and weaknesses of various instructional materials evaluation models.

Activity No.	*Evaluation Criteria*
3.3.2.2.B (continued)	developed enabling a teacher to take a child with certain characteristics and predict his success with a particular material. The curriculum consultant would also be able to make use of this system. When the consultant is asked to give aid in a certain situation involving the prescription of instructional materials, he could, given the characteristics of the child in question, prescribe materials with which similar children have had success. This system is based on pupil performance data and not on teacher trial and error, thus, enabling better selection of instructional material by both the classroom teacher and the curriculum consultant.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.2: The trainee will be able to discuss the relative merits, strengths, and weaknesses of various instructional materials evaluation models.

Activity No.	*Evaluation Criteria*
3.3.2.2.C	In this activity the trainee is to describe the strengths and weaknesses of the three approaches outlined by Hudson. An appropriate response is as follows: The three approaches outlined by Hudson are opinion, research, and quantification. The value of using opinion as a source of information is that it is easily elicited from professionals in the field. Opinions when collectively grouped may give a general over-all picture of an instructional material. However, opinions may be easily biased, may not be considered important variables and may not be logically based. Research on the other hand is usually more scientific and is less likely to be unobjective. Research will often yield evidence of the relationship between intent and outcomes. The drawback to research is that the degree of control neccessary for unconfounded results may not enable generalization to the classroom situation. The effect of the material may vary under differing conditions. Thus, there exists a discrepancy between controlled situation use and practicality. Quantification matches the child's needs and abilities to the content of material. Although quantification correlates teachers use of materials and specific situations it gives no indication of the success of materials in those conditions.

Competency Component: 3.3.2 To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.3 The trainee will be able to identify the existing and on-going research relative to the evaluation of instructional materials and media.

Enabling Activities	*Resources*	*Comments*
The research currently underway relative to the evaluation of instructional materials cannot generally be isolated from the literature on evaluation models to which you have already been introduced. This is the case because typically a research paradigm is employed to assess the efficacy of the model. Illustrative is the report of research on their Predictive Model included in the Haring and Berman Project Report. 3.3.2.3.A This project document includes a report of research designed to assess the effectiveness of the Haring and Berman materials evaluation model. (1) Outline the procedures and results obtained in this study. (2) Suggest at least 3 changes you would recommend in this investigation should a replication be implemented which you	3.3.2.3.A Haring, N. G. and Berman, M. L. Evaluation and specification of instructional materials and management procedures through use of a pupil performance profile and a predictive model. Final Project Report, Child Development and Mental Retardation Center, University of Washington, Seattle, 1972.	

3.3.2.3.A (continued)

think would improve the quality of the information derived for making meaningful statements in regard to the evaluation of instructional materials.

3.3.2.3.B

In addition to the research generated by the various evaluation models, a few studies on materials evaluation have been published which might be considered basic research in this area. The studies by Altman and Drew are typical.

After reading these two papers, prepare a brief report in which you address yourself to the following:

What evaluation criteria did Drew, et al., explore?

What were their findings?

Specify ten additional "superficial" characteristics of instructional materials.

To what degree do you think they may influence a teacher's selection decision?

What is the significance of the paper by Altman, et al., in regard to teachers' evaluation of instructional materials?

3.3.2.3.B

Drew, C. J., Altman, R., and Dykes, M. K. Evaluation of instructional materials as a function of material complexity and teacher manual format. Education and Training of the Mentally Retarded, 1971, 6, 118-121.

Altman, R., Drew, C. J., and Dykes, M. K. Acquisition of instructional material information as a function of manual design and material complexity. Education and Training of the Mentally Retarded, 1972, in-press.

3.3.2.3.B (continued)

What change if any in their findings would you anticipate if the subjects in this study were experienced teachers rather than teachers-in-training?

3.3.2.3.C

Another source of research reports on the evaluation of instructional materials is that provided by materials manufacturers. These investigations are aimed at demonstrating the successful use of the particular material with groups of children in classroom settings and thus are termed field-studies. As you might anticipate, the research results reported in these investigations invariably report improvement in the achievements and learning skills of the children studied. The materials manufacturer would be most unlikely to report the results of studies indicating the unsuccessful use of his materials.

When evaluative research on the material is available, it is usually reported in the teacher's guide accompanying the material. Sometimes this information is provided in a supplementary publication.

Finally, you will often discover two types of research studies included in this source. First, there are reports of research which

3.3.2.3.C

Dunn, L. M., Horton, K. B., and Smith, J. O. Peabody Language Development Kits Manual for Level # P. Circle Pines, Minnesota: American Guidance Service, 1968.

Instructional Materials Center

Any recent issue of the American Journal of Mental Deficiency.

3.3.2.3.C (continued)

provide the rationale for the later development of the material. These studies are only suggestive of the value of the material, but provide no direct evidence of its benefits. Second are the studies which report the results of investigations in which the effects of the material itself were assessed.

(a) The Manual accompanying Level # P of the Peabody Language Development Kits includes a section devoted to reports of both types of research. Read Part II of this Manual, Development and Research, in order to become familiar with both types of reports. You should be able to distinguish between the two. Briefly summarize one example of each type of study.

(b) After reading this reference, visit the I.M.C. and prepare a list of several materials for which evaluative research results are provided by the manufacturer. Also list several materials for which no such research results are provided. Examine both sets of materials and speculate as to what determines whether or not evaluative research studies are provided.

3.3.2.3.C (continued)

(c) Select any material in the Instructional Materials Center which does not provide reports of evaluative research in the publisher's information or the teacher's manual. Outline a research study that you might recommend to evaluate this material. Specify the characteristics of the children in your study and the procedures you would follow.

(d) Select any study reported in a recent issue of the American Journal of Mental Deficiency which does not involve the evaluation of an instructional material. Summarize this study and then assume that it is to serve as the rationale for the development of an instructional material. Describe in some detail an instructional material that you believe should be developed as a function of what this study reports. Your proposed material should logically follow from the findings of the researcher(s).

3.3.2.3.D

Another source of research reports on the evaluation of instructional materials is the I.M.C.-R.M.C. Network. You can anticipate receiving copies of these reports from

3.3.2.3.D

Levine, S. J. Empirical study of instructional materials evaluation in special education. Paper presented at the 47th Annual International Convention of the Council for Exceptional

3.3.2.3.D (continued)

your contact made in performance of Enabling Activity 3.3.1.3.B.

While these research efforts are often tied to an evaluation model adopted by the particular Center, this is not always the case. The paper by Levine reports the results of an experimental Institute held at the Michigan State University I.M.C. to determine the evaluation criteria considered important by practicing teachers.

Several of the I.M.C.s have also pursued extensive research efforts which while not directly bearing on the question of evaluation, do yield information contributory to progress in materials evaluation.

The research reports by Friesen, et al., Lilly and Kelleher, and Bogatz are examples. The Bogatz paper is of particular interest in light of the research by Altman, et al., and Drew, et al., which you read as part of Enabling Activity 3.3.2.3.B. Consider the Bogatz paper from this perspective, and write a paragraph demonstrating the significance of the three papers together for instructional materials evaluation.

Children, Denver, Colorado, April 8-12, 1969.

Friesen, E., Williams, L., and Bulgarella, R. A survey of materials usage and needs in the instruction of handicapped students. USOE/MSU Regional Instructional Materials Center for Handicapped Children and Youth. Monograph Series No. 2.

Lilly, M. S. and Kelleher, J. Teachers' perceived instructional needs in the northwest region. Northwest Regional Special Education Instructional Materials Center, Eugene, Oregon, 1971.

Bogatz, B. E. An investigation of teacher expectancies of instructional materials. Research Report No. 2. Northwest Regional Special Education Instructional Materials Center, Eugene, Oregon, 1970.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.3: The trainee will be able to identify existing and on-going research relative to the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.2.3.A	In this activity the trainee is to (1) outline the procedure and results of the Haring and Berman study and (2) suggest at least three changes he would implement upon replication of the study. An appropriate response is as follows: 1) The authors objectives were to develop a Pupil Performance Profile and to develop a prediction model for certain materials under certain circumstances. Fifty students ranging in age from 6 to 11 years were involved in the project. 24 were LD and the remainder had no discernable problems. The students worked on Sullivan programmed math booklets for ten minutes a day. The three dependent measures were (a) error rate, (b) percentage correct, and (c) elapsed time per page. The results indicated that the non LD students showed less variability from booklet to booklet than did the LD students. All students showed stability within booklets. Correct rate was a better predictor than elapsed time for future performance. 2) Recommendations for changes would include (a) a much larger sample for establishing norms, (b) inclusion of other major disabilities in the sample, and (c) greater control of the many possible independent variables. These changes would enable greater accuracy in prediction.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.3: The trainee will be able to identify existing and on-going research relative to the evaluation of instructional materials and media.

Activity No.

3.3.2.3.B

Evaluation Criteria

In this activity the trainee is to prepare a brief report in response to the following questions:

What evaluation criteria did Drew, et al, explore?
What were their findings?
What are ten additional "superficial" characteristics of instructional materials?
To what degree do you think they may influence a teacher's selection decision?
What is the significance of the paper by Altman, et al., in regard to teachers' evaluation of instructional materials?
What change if any in their findings would you anticipate if the subjects in this study were experienced teachers rather than teachers-in-training?

An appropriate response is as follows:

Drew, et al., explored the effects of teacher manual format and material complexity on the evaluation of instructional materials. Subjects were found to prefer the more attractive manual with little regard for the actual characteristics of the material. However, when comparing two substandard teachers manuals, more attention was focused on the actual content of the materials.

Other superficial characteristics that might be considered by teachers evaluating instructional materials are color, size, type of paper used, size of print, number of pictures, quality of pictures, packaging, layout, length and durability. Original opinions regarding materials are probably made on the basis of appearance. Although further consideration may yield results inconsistent with first impressions, the original impression is still likely to influence the final evaluation.

The article by Altman, et al., stated that teachers' ability to understand and comprehend the purposes of a material is greatest for more complex materials. Teachers were found to be capable

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.3: The trainee will be able to identify existing and on-going research relative to the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.2.3.B (continued)	of effectively evaluating instructional materials. If the population had involved experienced teachers, their judgments may have been more critical than those of the teachers-in-training. The real teachers may be more aware of real-life variables which may be pertinent in the evaluation of instructional materials. In general, however, the same finding could be anticipated.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.3: The trainee will be able to identify existing and on-going research relative to the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.2.3.C (a)	In this activity the trainee is to briefly summarize an example of suggestive research and one example of direct research reported in the Peabody Manual. An appropriate response is as follows: An example of suggestive research is a study by Blessing and Weld. They found differences in ITPA vocal expression between experimental and control groups of EMR children. A two year follow up, however, indicated regression of the experimental group to the same level as the control group. This research suggests the need for a long term language development program. An example of direct evaluative research is a study by Carter. He investigated the effects of the PLDK on disadvantaged first graders. This study found increased language functioning as a result of the use of the PLDK.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.3: The trainee will be able to identify existing and on-going research relative to the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.2.3.C (b)	In this activity the trainee is to list materials for which research results are and are not provided by the manufacturer, and to speculate on what determines whether or not research information is provided. An appropriate response is as follows: Materials including research reports: Auditory Discrimination in Depth--Lindamood Sound, Order, Sense--Semmel Detect--SRA Mathematics Laboratory--McCormick and Mathers Play it by Ear--John Tracy Clinic Materials not including research reports: Programmed Reading--Sullivan Phonics Skilltext--Merrill Walt Disney Read-alongs--Walt Disney Follow Through with Sounds--Radiant Math Learning Center--EBEC Perhaps producers who include research thought that teachers were not interested in it and would rely on other evaluative criteria. Research takes time and is not always favorable to the material. Perhaps some publishers feel the added expense is not worth the added saleability (if any) for the product.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.3: The trainee will be able to identify existing and on-going research relative to the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.2.3.C (c)	In this activity the trainee is to select an instructional material which does not provide reports of evaluative research. For this material the trainee is to describe a research design to evaluate this material. An appropriate response is as follows: Developing Number Experiences--Lucas and Neufeld Sample--50 First Grade Children randomly selected and assigned to two classrooms (Normal IQ) Method--One class would be taught using Developing Number Experiences, the other by a traditional non-manipulative method. All other classroom variation would be minimized. Childrens arithmetic achievement scores would be compared at the end of 9-months. Data supportive of Developing Number Experiences would indicate greater scores for the first classroom. These results would only be generalizable to average students and the study would have to be replicated for an EMR population.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.3: The trainee will be able to identify existing and on-going research relative to the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.2.3.D	In this activity the trainee is to write a paragraph dealing with the implications of the Drew, et al., Altman, et al., and Bogatz papers taken together. An appropriate response is as follows: Bogatz found that teachers' confidence in an instructional material directly effects the outcome of its use. This result when considered with the results of the Drew, et al., and the Altman, et al., studies has significant implications for the evaluation of instructional materials. It is important that teachers form a good basis for appraising materials. They must be taught to look for relevant rather than superficial characteristics as was reported by Drew and Altman. There are also implications for the role of an evaluator of instructional materials. Evaluations highly influence teacher opinion and should therefore be accurate and contain essential knowledge of the material. Unwarranted poor evaluations may prove true due to teachers' resultant lack of confidence in the material.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.4: The trainee will be able to demonstrate his familiarity with the existing non-research based literature (e.g., arm-chaired discussions) on the evaluation of instructional materials and media.

Enabling Activities	*Resources*	*Comments*
The purpose of this behavioral objective is to draw your attention to and encourage your familiarity with the wide range of literature relative to instructional material evaluation which is heretofore not encompassed in this module element. In considering this body of literature, you should realize that materials evaluation is only one aspect of evaluation in education. Much of the literature on evaluation in education which is not directed specifically to materials and media will have at least implications if not direct application to materials evaluation.		
3.3.2.4.A The references cited here are not included in the SECTraC Bibliography on the Evaluation of Instructional Materials in that they do not deal directly with materials evaluation. Select any one of these references and write a brief paper on the implications the content holds for the evaluation of instructional materials. Emphasize practical	3.3.2.4.A Scriven, M. The methodology of evaluation. In Tyler, R. W., Gagne, R. M., and Scriven, M. Perspectives of Curriculum Evaluation. Chicago: Rand McNally, 1967. Guba, E. G. The failure of educational evaluation. Reprinted from Educational Technology, Englewood Cliffs, New Jersey.	

3.3.2.4.A (continued)

implications of significance to you as a curriculum consultant in a field setting.

Stake, R. E. Objectives, priorities, and other judgment data. Review of Educational Research, 1970, 40, 181-210.

3.3.2.4.B

Another tangentially related line of literature which holds implications for materials evaluation is the literature on materials development. Read either the paper by McNeil or a publication of your choice on materials development and prepare a brief report on the implications of its content for the evaluation of instructional materials.

3.3.2.4.B

McNeil, D. C. Developing instructional materials for emotionally disturbed children. Focus on Exceptional Children, 1969, 1, #6, 1-8.

3.3.2.4.C

There is of course a wide range of literature directed specifically to the evaluation of instructional materials which was not otherwise dealt with in this module element. Obviously you are not expected to be familiar with all the relevant existing literature, but you should be aware of what is available should you need it at a later date or be called upon to advise literature in your role as a curriculum consultant.

The SECTraC Bibliography on the Evaluation of Instructional Materials is intended as a comprehensive listing of all the literature on materials evaluation. No evaluative judgment is intended by inclusion in the

3.3.2.4.C

SECTraC Bibliography on the Evaluation of Instructional Materials

3.3.2.4.C (continued)

Bibliography and consequently some of the material may be of little value. In contrast, the references specifically assigned throughout this module element were selected because they were seen as of definite value in your acquiring the competency. Nevertheless there are undoubtedly many references in the Bibliography from which the reader would benefit. Select any ten of your choice from the Bibliography and prepare brief annotations summarizing the content of each. Follow each annotation with your reaction as to its value to you in your training as a curriculum consultant. Be specific in indicating what, if anything, you gained from the reading. You may complete this enabling activity using any references you may have found on materials evaluation which are not included in the Bibliography. Be sure to bring them to the attention of your module instructor for inclusion in future revisions of the Bibliography.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.4: The trainee will be able to demonstrate his familiarity with the existing non-research based literature on the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.2.4.A	In this activity the trainee is to comment on the implications for the evaluation of instructional materials found in the resource article they read. An appropriate response is as follows: The article by Guba holds many implications for evaluation of instructional materials especially from the curriculum consultants point of view. Guba states that previous evaluation techniques have lacked relevance, clear definition of intent, specific goals, criteria and effectiveness. Before evaluating a material, the consultant should decide on a basic definition of intents and outcomes. The consultant should then decide on the best evaluation techniques available or contrived to meet his needs. Guba points out several advantages and disadvantages of available techniques. The consultant should weigh these with regard to his specific needs. As an advisor to other professionals the consultant should make his advice on materials highly applicable, specific and useful. The consultant should also have a procedure for organizing, processing and distributing instructional materials evaluations. Easy availability as well as relevance of organized evaluations will highly increase their use and benefit.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.4: The trainee will be able to demonstrate his familiarity with the existing non-research based literature on the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.2.4.B	In this activity the trainee is to comment on the implications of McNeil's article for the evaluation of instructional materials. An appropriate response is as follows: McNeil states that most instructional materials developed have been the result of technological advances rather than actual prescriptions for specific needs. Therefore, he says much emphasis has been put upon the modification of existing materials to meet the child's needs. Often times, however, materials which meet the needs of the average child cannot easily be adapted to meet special needs. The major implication here for the evaluation of instructional materials is that evaluation should consider the degree to which a material can be adapted for special uses. If McNeil is correct in his statement that materials are not developed for specific needs then certainly an important criteria for evaluation is the adaptability of the material.

Competency Component: 3.3.2: To assist trainees in gaining familiarity with evaluation models applicable to instructional materials and media.

Behavioral Objective: 3.3.2.4: The trainee will be able to demonstrate his familiarity with the existing non-research based literature on the evaluation of instructional materials and media.

Activity No.	*Evaluation Criteria*
3.3.2.4.C	In this activity the trainee is to select ten references from the SECTraC Bibliography and prepare a brief annotation for each. A number of examples are as follows: Adamson, G. & Van Etten, N. C. Prescribing via analysis and retrieval of instructional materials in the Education Modulation Center. Exceptional Children, 1970, 36, 531-533. This article deals with the reasons for usage of instructional material analysis in addition to material evaluation. Also explained are the steps for prescriptive materials retrieval systems which follow the Education Modulation Centers' guide for analysis of instructional materials. Armstrong, J. R. A model for materials development and evaluation. Exceptional Children, 1971, 38, 327-334. Armstrong presents how research development and evaluation activities can be combined to provide information relevant to improvement of materials for the special child. He also presents a model which outlines clearly defined steps which should be followed in a field study evaluation and analysis of materials. Drew, C. J. & Martinson, M. C. Educational Methodology: An examination of approach. Exceptional Children, 1971, 38, 117-120. Drew presents a model for research and information dissemination. this approach is intended to evaluate existing materials in a manner more effective and useful to the practitioner. Due to consistency of model use it will yield more reliable results and useful evaluations.